

# University News

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**JASBIR JAIN**

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CREDIT BASED SYSTEM OF HIGHER EDUCATION



**Association of Indian Universities**

Govt of India  
**MINISTRY OF SCIENCE & TECHNOLOGY**  
Department of Biotechnology (DBT)

**Biotechnology National Associateship: 1996-97**

Applications are invited from Indian nationals for the award of Biotechnology National Associateship for pursuing advanced research or undergoing specialised training in Indian research institutes/laboratories in the priority areas of Biotechnology viz. (i) Molecular Biology, (ii) RDNA technology, (iii) Immunology and Immunodiagnosics, (iv) Animal Cell and Tissue Culture, Hybridomas and cell-culture based vaccines, (v) Plant tissue Culture, (vi) Animal Biotechnology, (vii) Aquaculture & Marine Biotechnology, (viii) Peptide and Nucleic Acid Chemistry, (ix) Modern-techniques in Industrial Microbiology and Bioconversion, (x) Biochemical Engineering, Downstream processing and Bioseparation techniques, computer modelling and process optimisation, (xi) Bioinformatics, and (xii) Emerging areas

The applicants should possess a Ph.D./M.D. degree in areas related to biotechnology. The candidates should hold regular positions in research institutions and should be actively engaged in biotechnological R&D work. Applications from persons working on temporary positions such as research fellows or associates etc. will not be considered. Scientists/technologists belonging to DSIR recognised in-house R&D centres under the aegis of public or private sector units intending to join public funded research institutes/national laboratories/universities and vice-versa i.e. scientists from the latter institutions, joining in-house R&D centres may be given some weightage for the award, provided they propose to work on specific scientific/technological problems relating to the production of Biotechnology products.

**AGE LIMIT:** 40 years; Candidates should have not crossed this age limit as on 1st January, 1997

**DETAILS OF THE AWARD:**

**I. DURATION:** Six months to 1 year. In deserving cases, the duration is extendable by a maximum period of one year. In addition, the Associates who avail the award for a period of 9 months or more in India would also be considered for 3 months training abroad.

**II.** Approval for the overseas training (where admissible) will not be automatic and will be decided on the basis of progress made by the Associates in their work within the country under the award, proper justification, and recommendations of his/her Indian supervisor as well as the Associates parent institute. The overseas training can be availed of within two years of completion of the research work/training within the country under the award

**III.** Associates are entitled to (a) monthly associateship @ Rs. 2,500/- while in India and US\$ 1,200/- or its equivalent during the overseas training, (b) disturbance allowance towards housing in India on actual rent basis subject to maximum limit of Rs. 500/- per month, (c) personal equipment grant of Rs. 2,000/- (lumpsum), provided the Associateship is availed in India for at least six months and in addition, a personal equipment grant of Rs. 2,000/- for overseas training, (d) Research contingent grant of Rs. 10,000/- for 6 months period of the award and then Rs. 5,000/- for every three months, which is disbursed to the host institutes, (e) first class rail fare and air passage cost in economy class for joining host laboratories in India and abroad respectively and back, (f) the Associates availing the award in another institute located at the same station of the host institute will not get the monthly associateship and disturbance allowance, except the personal equipment grant and research contingency grant

**(IV)** The selected candidates shall be entitled to the payment of salary and other service benefits by the institutions to which they belong. However, no liability on any of this account will be borne by DBT.

**(V)** Every selected candidate shall be required to execute a service bond to serve in India for at least one year after completing their training under the award, but in case of the overseas training, the bond's period will be 2 years and the bond is to be executed in

supersession of the earlier bond.

**(VI)** Selected candidates should commence work under the award before December, 31st 1996.

Candidates should submit their applications typed on plain paper (six copies with single enclosures) in the format given below. No advance copy will be entertained. Candidates should ensure that application through proper channel should reach to R.N. Mehrotra, Director, Deptt. of Biotechnology, Block-2, CGO Complex, Lodhi Road, New Delhi-110003, by September 15, 1996. After completion of selection procedure results of selection will be communicated during December, 1996

**FORMAT**

Application for the Biotechnology National Associateship  
(1996-97)

(1) Applicant's Name (in full), Designation & Address (2) Father's/Husband's Name (3) Date & Place of Birth and Age (4) Academic Qualifications (degree onwards with subjects of specialisation and Distinction(s), if any) (5) Past & Present Employment Record (give details about employer(s), position(s) held and its nature — temporary/Permanent, duration, duties and pay in chronological order) (6) Subject of current RESEARCH WORK (Enclose details of the research work being pursued by the candidate) (7) No. of research publications during the last five years (enclose list and attach reprints of 3 research papers which you consider the best) (8) Proposed subject of research/training (enclose (i) the precise research/training programme to be undertaken during the award and (ii) its relevance to the priority areas identified by DBT and (iii) to the plans and programmes of the parent institute, also (iv) candidate's future research plan for utilising the knowledge gained during the award) (9) Proposed place of research/training (Has the consent of host-institution been obtained?, if so, attach the consent letter) (10) Period for which the associateship be availed (11) Duration and other details of the past overseas visits, if any (12) To which DBT identified priority area, the proposed research/training programme belongs

Place

Date

Signature of the Candidate

**STATEMENT FROM THE PRESENT EMPLOYER**

(As per the terms and conditions of the associateship, candidates selected for the awards should be granted deputation terms such as entitlement to the payment of full salary and continuation of other service benefits during the period of the associateship by their employers. The parent institutions/employers must indicate clearly their commitment to this effect as also about continuity of employment after the associateship period. Applications which are forwarded without such statement may not be considered. Whether the candidate is on regular or permanent staff of the institutions must also be indicated in the statement

**NOTE:** (1) The Associateship is tenable only at those institutions which are engaged in major biotechnological research programmes. The DBT has identified the following list of such Institutions: BARC, TIFR, HLRC, CRI, IIT, Haffkins Institute, Bombay, AIIMS, JNU, DU, CFB, IARI, IIT, NII, Delhi; NCL, NIV, HAL, Poona University, NFATCC, Pune; IICB, Bose Institute, Jadavpur University, Calcutta; IVRI, Izatnagar, IISc, Bangalore, Anna University, IIT, Madras; IIT, Kharagpur; CCMB, Hyderabad; IMT, Chandigarh, CFTRI, Mysore, CRI Kasauli; RRL, Jammu; CDRI, NBRI, CIMAP, Lucknow; MKU, Madurai, BHU, Varanasi, MSU, Baroda; Roorkee University. However, other institutions having well established lab facilities and working actively in areas of biotechnology may also be considered in this regard. Candidates should correspond themselves with their host-institutions for their placement. (2) The Associateship is not tenable at the candidate's parent institutions. (3) Applications not sponsored by employer and forwarded by the institution/organisation or received after the last date are likely to be rejected.

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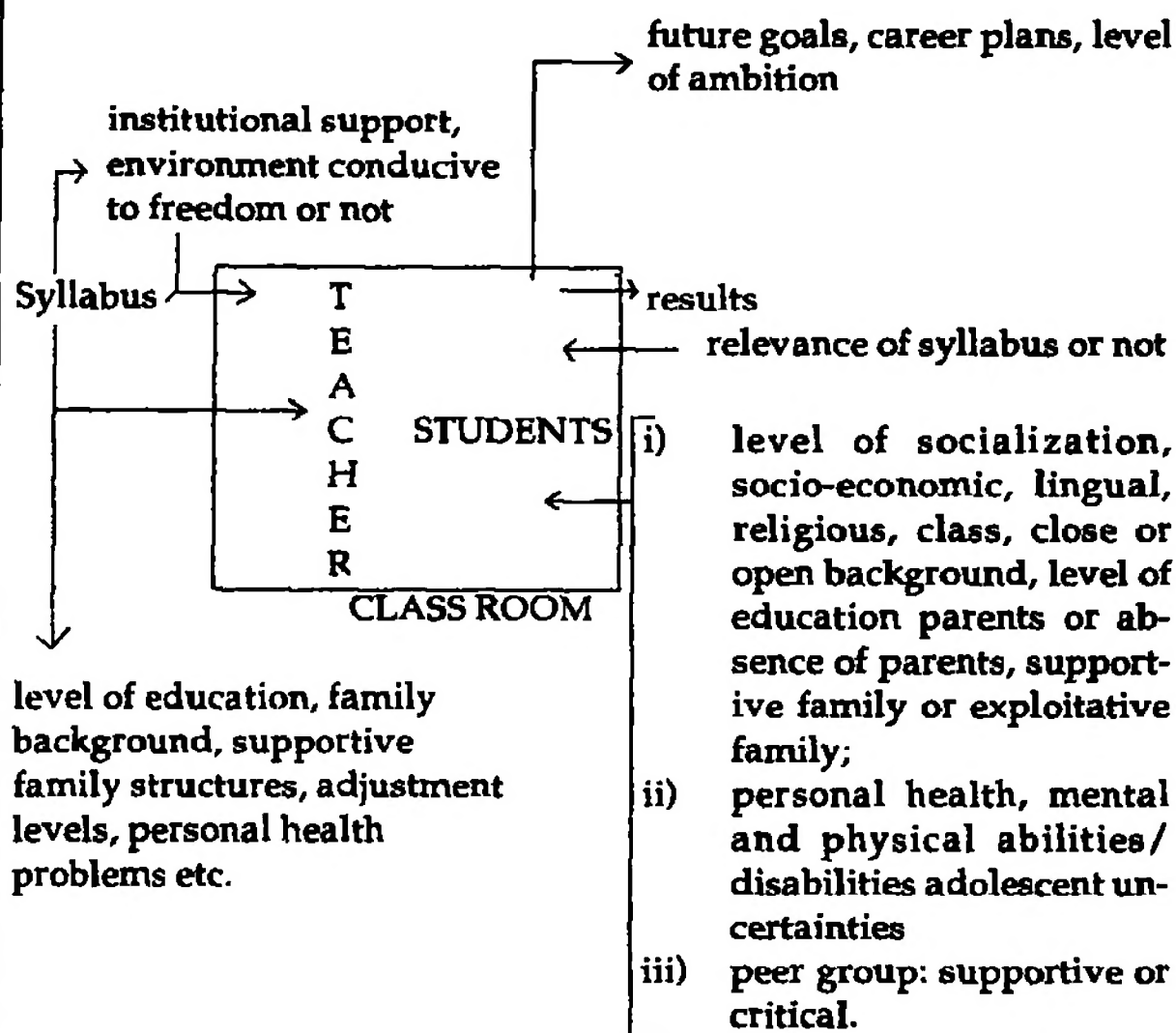
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Editor :  
SUTINDER SINGH

## Student Motivation Classroom Situations

Jasbir Jain\*

Motivation is a quality which is both externally and internally stimulated. One is motivated by external factors like career goals, levels of competition, success stories, money, fame, employment, family support and harmony, sense of self-realization, perception of utility of the task and various other factors. Motivation is also vested in internal character values and traits, a sense of satisfaction and success, a desire to please and to succeed. The classroom is the place where motivation becomes an important factor for bringing about any degree of positive change. But the classroom environment is a combination of highly varied elements constantly in flux. For instance, look at the following diagram:



It becomes clear that the classroom is neither a closed nor an independent structure. It is the meeting point between increasingly varied components and both the challenge and the solution lie there. The teacher needs to contend with the variety of forces there and reach out to the causes which may lie outside the classroom but which have their influence on the levels of motivation. Academic causes may be related to the relevance of syllabus and to institutional environment which is important both to the teacher and the student. Social causes for lack of motivation can be traced to a variety of reasons, the main

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among them (i) politicization of education, (ii) lack of employment opportunities, (iii) distractions by media, (iv) need to work for other competitive examinations while preparing for university examinations, and (v) level of socialization.

Having defined my parameters I propose to ask a few questions which may suggest some possible classroom strategies.

*What is motivation?* Motivation is the need/desire/compulsion to act, to go ahead, to seek, pursue and achieve change/success, self-realization.

*Why motivation?* Without motivation, the process of learning becomes self-negating; long-term goals are sacrificed for short term goals; there is a stagnant atmosphere leading to frustration; learning becomes stereotyped and fact-oriented and not personality-oriented. Motivation is important if latent potential is to be tapped and the present student body converted into a useful, productive component of society.

*Relationship between motivation and diversity.* The meaning of diversity is not to be restricted to cultural or ethnic diversity or differences. Diversity needs to be viewed at several levels: (a) diversity in the student body, (b) diversity in the opportunities increasingly being made available now with new technological aids being accessible, (c) diversity in courses, and (d) diversity in approaches and teaching strategies.

*Nature of Diversity.* To limit the meaning of diversity mainly to cultural diversity and in the process set about discovering one's culture is at one level a negative approach. While it gives us a knowledge and sense of pride in our heritage, which is valuable, it may fall short of providing us with critical insights and evaluation which are equally essential. A limited reinforcement of cultural values is capable of doing more harm than good for it is likely to reinforce stereotyped socialization.

Diversity is partly the result of democratization and partly of social mobility; it is also the result of human imagination and desire amongst other things. Diversity is a reality of life. In a series of symposia supported by Unesco in 1980 there was an increased emphasis on the recognition of diversity. Harold Shane in "What the social sciences suggest for tomorrow's education" is of the view that "education, including schooling, should serve to increase rather than to decrease human differences in the

ability of learners to contribute to society..." (143). It is not for education to turn out "programmed pupils nor seek to clone a uniform student product" (145).

*Handling diversity.* Students are not equal. The teacher is thus placed in a situation where there is a need to constantly shift levels of communication and levels of behaviour in order to maximise motivation. Motivation levels can be raised if care is taken to

(a) avoid stagnant situations and repetition. Use variety in expression and examples; reach out to the outer world. Pick your examples from the world of media — TV programmes, newspaper items, films, real life situations, the students' own problems etc. Make it a two-way communication, give them the opportunity to express themselves, give them an equal opportunity. Make a special effort to draw out the shy ones, specially the ones who feel alienated on account of being in a linguistic or religious minority.

(b) praise where praise is due. There are no uniform standards of achievement. Achievement is relative and it should be seen in relation to the student's earlier performance. If the improvement goes unnoticed, it will subtract from motivation.

(c) throw the problem to the class.

Let their creativity come into play. Creativity is directly connected with motivation. It implies: i) doing a thing better, ii) finding alternative ways of doing it, iii) overcoming obstacles, iv) wanting to know more, being curious about knowledge, v) let them take decisions, encourage them to be independent, dismantle the authoritarian image of the teacher, vi) recognize differences. This would often imply moving away from standard patterns of behaviour, and of socialization. Socialization is a process where differences are muted, and where stereotypes are often accepted as the standard. Also more often than not the culture of a dominant group is accepted as the norm. It is here that diversity provides a challenge: how to open out existing norms so that the deconstruction is positive in its orientation? The existing patterns need to accommodate changing perceptions. Existing and dominantly prevalent views on caste, gender, religion need to be discussed so that individual and group differences are no longer perceived as deviations or aberrations.

(Contd. on page 13)



# Higher Education in UK and India

## Current Scenario

P.H. Sethumadhava Rao\*

Higher Education in UK during the last couple of years has the main objective of maintaining quality, cost effective teaching and research within a financially healthy education sector, having regard to national needs. The system also encourages diversity — i.e. widening of access and giving greater opportunities to the students. The universities also try to build on their own strength and expand their local, regional, national and international roles.

It is pertinent to observe the main structural features that dominated UK higher education until recently (and exert their influence today). The features took shape in the early 20th century to mid 1960. Robbins report (1963) stated that "the goal is not productivity as such, but the good life that productivity makes possible". Higher education in early 60s, was essentially an elite system. At the time, when the University of Sussex was established in 1961, there were only 26 universities in UK having 2,50,000 students representing 6% of 18-21 age group. The non-collegiate universities were small, mainly having 2,000 students or so. Majority of students came straight from school to colleges and they were drawn from grammar and public schools.

The number of subjects offered by these universities was limited. There was homogeneous culture among students, teachers and examiners. In 1995, there exist 104 universities and colleges, with power to award first degrees, with an enrolment of 15,00,000 students i.e. an increase of seven times during a period of 35 years. Between 1990-91 and 1994-95 alone there was an increase of 43% in the total student population. The percentage of students studying in higher education institutions has risen from 6% to 30% (which has been the largest in UK and this is the policy for the next 3 years). Besides, UK has the largest Open University with over 1 lac students.

A number of shifts have taken place in the nature of the structure of higher education programmes of study. Degree courses have been developed in many

subjects where they did not exist 20 years ago, especially in areas of professional or vocational studies which now account for 56% of undergraduate studies. These programmes have work-based learning, credit accumulation and transfer and accreditation also.

UK higher education differs in a significant way from that of India. India owes England to a great extent for the establishment of universities. The first three universities were started in 1857 at Bombay, Madras and Calcutta and by 1947 there were 26 universities and about 650 colleges in the country. Pandit Nehru said in the convocation of Allahabad University after assuming office as independent India's first Prime Minister:

*"A university stands for humanism, for tolerance, for reason, for progress, for the adventure of ideas and for the search for truth. It stands for the onward march of the human race towards ever higher objectives. If the universities discharge their duty adequately, then it is well with the nation and the people. But if the temple of learning becomes a home of narrow bigotry and petty objectives, how then will the nations prosper or people grow in stature. (Nehru, 1949)*

The distinctive orientation of the university starting in 1809 with the University of Berlin was teaching and research. Not all universities in our country realise this idea in practice. It is commonly acknowledged that front ranking universities in United States like Harvard, Princeton, Stanford, Berkley are regarded as Research Universities. In India the concept of the universities was that their responsibility is teaching, framing of syllabi, conduct of examinations and issue of degrees/diplomas.

If we were to look back at our earlier universities, it may be seen that teaching and research were actively combined in universities like Calcutta under the leadership of Sir Ashutosh Mukherji. Outstanding work of Indian scientists like Sir C.V. Raman, S. N. Bose, Meghanad Saha was recognised. Calcutta produced distinguished scholars in

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New Delhi - 110 002.

humanities like Suniti Kumar Chatterji who did outstanding work in the field of linguistics or comparative philology. Later, one could see good traditions at the universities like Allahabad, Punjab, BHU etc.

Today, we have expanded in the field of higher education with 225 universities (Central, State, Deemed to be and Agricultural universities) and almost 9,000 colleges all over the country. Qualitative maintenance has not kept pace with quantitative expansion.

There are many universities where little research is completed. The so called research has no relation with the intellectual activity. There are very few university departments where serious research is still undertaken. In fact, today there is a need even for the college teachers to introduce research methodology in the undergraduate teaching. There are a number of research agencies which fund research in Science as well as other fields, but no critical study has been undertaken about the quality of research produced. It is in this context that we can say that some of the practices which exist in institutions in UK (like Higher Education Funding Council in England (HEFCE), Higher Education Quality Control (HEQC) need to be rigorously followed in our universities, grants must be linked with quality. If there is poor performance, the report has to be made public so that parents and students are aware of such poor quality institution.

In the years to come, if poor quality continues then the depts or institutions need to give a serious thought about improvement. If they still continue to exist, then funding need to be reduced from all sources.

The UK Government set up Higher Education Funding Council for England (HEFCE) in 1992 with a mandate that it will advise the Secretary of State for Education on the funding needs of higher education institutions and to distribute available funds. The HEFCE is the largest single source of funding for higher education in England. For the period August 1995 to July 1996 the Council proposed to distribute a grant of 3207 million pounds to support teaching and research. Grants are paid as block grants to the universities and they have the discretion to spend on their own.

The Council operates a policy of openness and transparency in its dealings with higher education institutions. The Council has a staff of 180 and has a Chief Executive and four Directors.

Strict measures are taken in quality assurance and assessment in British universities. Higher Education Quality Council (HEQC) is a body, the mission of which is to contribute to the maintenance and improvement of quality at all levels in institutions of higher education in UK. The HEQC was established in May 1992 by the Committee of Vice Chancellors and Principals (CVCP), the Committee of Scottish Central Funded Colleges and the Standing Conference of Principals. It is funded by subscriptions from individual universities and colleges of higher education. It seeks to promote public confidence in the standing and quality of the universities and colleges and the programmes and awards they offer, thereby protecting institutions' autonomy in setting and maintaining academic standards. HEQC enables the universities to be publicly accountable for the academic standards and for continuous quality improvement.

Concern about academic standards is very important in India especially during the period of expansion and the diverse system that we have. Monitoring the quality of the programmes is very important in a situation where there is competition among different universities.

Quality assurance is in relation to academic staff also. The universities have to indicate their broad aims and objectives for the assessment teams so that the quality assurance can be examined in that context. During the visits of the institutions in UK which generally last for 3 days the assessment team seeks to discover to what extent procedures they have been told about are actually being implemented. The members of the team have meetings with various groups and individuals. The report of the team is sent to the universities for their consideration. Institutions have an opportunity to go through the report so that they can make corrections if there are any errors in the draft and also to comment on any judgement which they feel either as incorrect understanding of the facts or they have a different explanation altogether. The assessors are generally very senior highly experienced serving academics who have agreed to undertake assessment on behalf of the divisions on quality audit over a period of 3 years.

Quality audit is concerned with the ways and means which individual institutions of higher education have to assure themselves of the quality of their educational provision. Quality audit is a responsibility of the Higher Education Quality Coun-

cil (HEQC). Quality enforcement, credit and access are also its responsibilities. Four main areas which are scrutinized include

(a) Quality Assurance in the design, monitoring, and evaluation of courses and degree programmes, (b) Quality assurance in teaching, learning, and communication methods, (c) Quality assurance in students' assessment and degree classification, d) Quality assurance in relation to academic staff.

In the Indian scenario, the quality education is offered in a limited number of institutions like IITs, IISc, IIMs and some selected departments of universities and at some colleges. So far there was no mechanism for the quality assessment; however, an independent body, National Assessment and Accreditation Council (NAAC) has been set up by the UGC in 1993. The assessment is not compulsory for the universities but it is offered on voluntary basis.

Since UK Government provides funds to the extent of 80% to the universities, the policies of the Government are generally implemented by the universities without in any way compromising their academic autonomy. Government does not interfere in their day to day or internal matters. The universities in UK enjoy a high degree of autonomy. The role of the Government in UK is to give policy directions to the funding council and provide funds to higher education institutions.

In the context of Indian situation more academic autonomy for our institutions is necessary and less interference in their administration is needed as a first step to provide quality education. Autonomy is necessary in areas such as admission, appointment of staff, prescription of syllabi, examinations etc

Considering the expansion of higher education and increasing expenditure on higher education, the Higher Education Funding Council of England (HEFCE) has a specific objective that the money spent on higher education is accounted for and quality of higher education maintained.

On the contrary, there is a peculiar situation in India where there is no definite direction regarding the number of universities to be opened and the percentage of students to be admitted to colleges and universities. The strength of the universities and students is increasing every year in view of new

colleges/universities being set up. In spite of this tremendous expansion, access to higher education is nearly 6 to 8% of the eligible student population.

The policy of the British Government to provide higher education to 30% of their population in the age group of 18 to 25 is known as the participation rate, which for the time being has been capped.

The department of Education in UK also carries out labour market forecast. The emphasis of the Government has been on imparting training to school learners, teachers for seeking employment. The UK Government gives the policy directions to HEFCE on number of students to be admitted in each course, new seats to be created in different courses. However, the university can start new courses considering demand for such courses from students, if it can fund these courses. It is the policy to encourage courses in areas of Science, Engineering, and those with a Vocational bias. The vocational courses are influenced by professional bodies.

The universities in UK receive about 80% funding from public funds and 20% from private sources. The universities are encouraged to go for private funding for capital expenditure.

British Government, through local bodies, pays full tuition fees for the British students. However, maintenance grants for students are provided to the universities on the basis of number of the students. In other words, higher education in UK is entirely free for British students. The students have to spend for their living expenses, books etc and for this, loans are available from the financial institutions.

In India students have to pay their tuition fees to the institutions where they study. However, many students get scholarships or free-studentships depending upon several factors including income criteria. The fee structure in India has not increased considerably as a result of which the expenditure on the salary component has increased tremendously during the last 2 decades.

While 25% of the total expenditure on Higher Education is met by way of tuition fees in the universities in UK, the position in our country is rather discouraging. It may account for even less than 5% of the total expenditure. In UK, the British Government lays down the tuition fees on year to year basis. Such an approach is not there in our system.



The fee structure which was decided nearly 30 to 40 years ago has remained unchanged. This affects the development of the universities in terms of infrastructure, other basic amenities, recruitment of staff etc. Thus, the quality of higher education also gets affected.

One could find in UK that every year economy cut is indicated by the Government to HEFCE in the form of an "Efficiency Gain". The Government also indicates the budget for 2 years and while doing so there is a reduction of grant to the extent of 3% for 2 years and another 2% for the 3rd year. These are intimated by HEFCE to the universities who can plan their resource mobilization and fee increase. Such a financial discipline need to be introduced in our Indian universities also.

In the UK universities for raising resources they have a separate cell consisting of about 4 to 10 full time persons. The cell reports directly either to the Vice Chancellor or to the Pro-Vice Chancellor. This mechanism need to be introduced in our universities also.

For resource mobilization some innovative steps are taken by the universities such as:

- (a) Attracting foreign students (who pay almost 5 times higher fees than the local students.)
- (b) Offering part-time courses for manpower development in industry,
- (c) Conducting external programmes,
- (d) Research contracts,
- (e) Providing services to the community,
- (f) Consultancy,
- (g) Computer services etc.

An important feature that can be noticed in UK universities is that grants are determined by a formula and they are provided in the form of block grants. The universities are free to distribute these grants internally at their own discretion.

In India, we have a system where in case of Central universities both maintenance and plan grants are paid by the Central Government. State universities and colleges (eligible to receive central assistance) are allocated plan grants for 5 years or so and the grants released depending upon the progress and receipt of statement of expenditure from the institutions from time to time.

If we really want to improve the quality of education, we have to introduce a new mechanism of sanctioning grants on yearly basis and lay emphasis on monitoring and assessment of quality on a periodic basis. For this the grants have to be determined

well in advance and we should release them annually. This requires a major shift in the policy.

There is a need to control the growth of colleges and universities in the country. Subviable institutions should be helped in becoming viable and at the same time starting of a new institution should be the sole responsibility of the Centre since education is on concurrent list. In spite of increased grants to the education sector, the concept of quality control becomes meaningless if there is a rapid increase in the growth of the institutions. Perhaps, the State and the Centre need to make joint efforts in this regard. Then alone one can think of imparting quality education in the country.

In a developing country like India, it is also necessary to make our education relevant so that number of unemployed graduates is reduced. The courses offered should have a distinct feature of providing necessary skills required for the employment sector. While doing so we should try to inculcate some basic values which have been inherited from the past. It is high time that value education is imparted to all the students. A modest beginning has to be made from the primary education and must be continued in middle and higher education level also. The system needs to establish the credibility since this is essential for its existence. What steps have to be taken in this regard, has to be decided by the framers. We are passing through a transition period and it is time that all of us give a serious thought to improving education at all levels. This will certainly help in the progress of the country. There is no dearth of intellectuals in our country; what is required is arranging a brain storming session.

**RASHTRIYA SANSKRIT VIDYAPEETHA**  
(Deemed University)  
TIRUPATI - 517 507.

Applications are invited in the prescribed form for the following posts in the Rashtriya Sanskrit Vidyapeetha (Deemed University) so as to be received by the undersigned on or before 5.00 p.m. on 13th September, 1996.

**TEACHING: (for Temple Culture)**

1. Reader : 1 Rs. 3700-5700

2. Lecturer : 1 Rs. 2200-4000

**NON-TEACHING :**

3. Registrar : 1 Rs. 4500-5700

Prescribed application forms and other particulars such as qualifications etc can be had from the Registrar by sending a self-addressed stamped envelope of 26 cms x 11 cms. affixing Rs. 2.00 postage stamps along with a Demand Draft for Rs. 50-00, for the posts of Registrar and Reader, and Rs. 30-00 for the post of Lecturer (for SC/ST Rs. 20-00 for Registrar & Reader, and Rs. 10/- for Lecturer post), drawn in favour of THE REGISTRAR, Rashtriya Sanskrit Vidyapeetha, TIRUPATI.

**REGISTRAR**



# Promoted Vs Directly Recruited Teachers

## Rashmi Srivastava Vs Vikram University Revisited

I.P. Massey\*

The Apex Court in 1995 delivered a pace-setting judgement with far reaching ramifications in case of Rashmi Srivastava Vs Vikram University. In that case the Court held that a teacher promoted under Merit/Personal Promotion Scheme cannot claim seniority over a directly recruited teacher. No matter this decision was University specific yet it had a very devastating effect on all the teachers promoted under various Merit/Personal Promotion Schemes in operation in many universities in India. However, a very recent judgement of the Supreme Court in Suman Agarwal Vs. Vice-Chancellor (1995) must gladden the hearts of promotee teachers. In this case the Court while distinguishing its earlier decision held that a promotee teacher can claim seniority from the date of joining in the cadre. On the face of it, it appears that there is a contradiction between the two approaches of the Apex Court but a close examination would reveal that there is no such contradiction.

In order to have a better appreciation and understanding of this latest decision of the Apex Court it is necessary to have a glimpse of Court's earlier ruling. In Rashmi Srivastava case (1995) the Court while pointing out that there was no statutory source for appointment on personal promotion basis in case of Vikram University pointed out the distinguishing features between the claims of the direct recruit and the claims of the promotee teachers. The Court pointed out:

(1) The directly recruited Readers and Professors fill up the vacancies in the cadres of Readers and Professors for which direct recruitment is resorted to, while the promotees under the merit promotion scheme stand outside the cadre and fill no posts as such, since no posts are created. The promotions

given to them are purely personal and the posts to which they are upgraded do not survive their service career. Such a promotee fills up no vacancy in the promotional avenue since no post is available by promotion.

(2) The directly recruited Readers and Professors are recruited pursuant to the only source of appointment contemplated by Section 49, that is by way of direct recruitment. The promotee Readers and Professors are appointed not in the cadre posts but under an entirely different scheme, namely Merit Promotion Scheme. Even under this scheme, no posts as such are created. Those selected under the scheme are given personal posts which cease with their employment. In fact, the posts from which they are promoted do not become vacant and none can be appointed to the said posts while they hold the higher posts.

(3) Pay scales of promotee Professors and Readers are different from the pay scales of directly recruited Readers and Professors at least after coming into operation of the Career Advancement Scheme in 1987.

(4) The promotee Readers and Professors are not holding any officiating or even temporary post of Reader or Professor nor there is any temporary addition to the cadre strength of Readers and Professors.

(5) The workload of directly recruited Readers and Professors is different from the workload of promotee Readers and Professors for whom the workload of a Reader or Lecturer as the case may be would still have to be shared as no vacancies are created for being filled in the cadres from which such promotions are effected.

(6) There is a qualitative difference in the process of selection of direct recruits under Section 49, as compared to the promotion of the merit promotees. Although for the latter the infrastructure of Selection

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Committee under Section 49 may be made available, the criteria for their promotion are entirely distinct and different as envisaged by the guidelines governing the merit promotion scheme.

(7) There is no question of promotee Reader or Professor being put on probation. There is further no question of confirming them in the posts concerned as they do not occupy any post as such in the promotional avenue. This is unlike the direct recruits.

On the basis of these distinguishing features the Court had held that if promoted and directly recruited teachers are treated at par for the purpose of seniority it would violate Art. 14 (Equality Right) and Art. 16(1) (Right to equal opportunities in public employment) of the Constitution.

However, the Court came to a different conclusion in Suman Agarwal case (1995). Brief facts of this case may be noted in order to appreciate the conclusion reached by the Court. Dr. Suman Agarwal was directly recruited as a Reader in the Home Science Institute, Agra University on 19.7.1987. Whereas Dr. (Mrs) Hiru Kumar was appointed as lecturer from 6.7.1968 and was promoted as a Reader on 18.2.1985 under the personal promotion scheme. When the post of Director of the Institute became vacant due to long leave of the incumbent, a question arose as to who is to be nominated to hold the post till a Director is appointed. Dr (Mrs) Hiru Kumar filed a petition in the High Court claiming that she being the seniormost Reader in the Institute was entitled to the temporary charge of the post of Director. The High Court allowed the writ in which Dr. Suman Agarwal was also impleaded at her behest. Hence the Special Leave Petition before the Supreme Court. It was contended before the Court that promotion given to Dr. (Mrs) Hiru Kumar as Reader under Personal Promotion Scheme is one-time promotion by operation of Para 11.12(B)(6) of the Statutes so she is not a member of the regular cadre of Reader and is merely holding an ex cadre post by Personal Promotion Scheme which is only personal to her. Therefore, on the basis of seniority in the cadre of Readers Dr. Suman Agarwal who was a direct recruit was alone entitled to the acting charge of Director of the Institute.

Ord. 4-B(c) provided that in the event of a casu-

al vacancy caused by the Director or Acting Director, being on leave, other than duty or casual leave, the next seniormost teacher of the Institute shall discharge the functions of the Director. Therefore, the question of determining *inter se* seniority as Readers of both the claimants became important for the disposal of the petition. In order to answer this question the Court made a reference to the various provisions of the Act, Statutes and Ordinances of the University.

Section 31-A of the U.P. State Universities Act, 1973 provides:

- (1) Notwithstanding anything to the contrary contained in any other provision of this Act, a Lecturer or Reader in the University substantively appointed under Section 31, who has put in such length of service and possesses such qualifications, as may be prescribed, may be given personal promotion, respectively to the post of Reader or Professor, as the case may be.
- (2) Such personal promotion shall be given on the recommendation of the Selection Committee, constituted under clause (a) of sub-section (4) of Section 31, in such manner and subject to such conditions as may be prescribed therein.
- (3) Nothing contained in this section shall affect the posts of the teachers of the University to be filled by direct appointment in accordance with the provisions of Section 31.

It may thus be seen that Section 31(1) is the statutory source for the appointment/promotion of teachers under the Personal Promotion Scheme. But the question that still remained was that how the *inter se* seniority between direct recruit and promotee is to be determined. For this the Court made a reference to Clause 17 of the Statutes which provided:

"In the same cadre, *inter se* seniority of teachers, appointed by personal promotion or by direct recruitment, shall be determined according to length of continuous service in such cadre." (emphasis supplied)

The Court also referred to Clause 11 which provided:

"(i) The post of Reader or Professor to which personal promotion is made, shall be temporary addition to the cadre of Professor or Reader, as the case may be, and shall stand abolished on the incumbent ceasing to occupy it."

Thus according to the Court the combined effect of these two provisions is that whereas Cl. 11 merged both the promoted and recruited cadres together, Cl. 17 lays down the test of 'continuous service in such cadre' for determining *inter se* seniority between them. Therefore, the Apex Court had no difficulty in holding that a promotee teacher can claim seniority over a directly recruited teacher from the date of his/her promotion in the cadre. Thus Dr. (Mrs) Hiru Kumar who had been promoted as Reader on 18.12.1985 under the Personal Promotion Scheme was given seniority over Dr. Suman Agarwal who was recruited by direct appointment on 19.7.1987 and allowed to join as Director.

It is important to note that Hon'ble Majumdar, J. was the common judge in both the cases. Therefore, after a close examination the Court distinguished Dr. Suman Agarwal case (1995) from its earlier case

of Rashmi Srivastava (1995) on the ground that in Rashmi Srivastava case there was neither a statutory source for promotion nor there was any provision for merger of promotee teachers into the cadre. Since both these elements were present in Dr. Suman Agarwal's case so the *inter se* seniority between promoted and directly recruited teachers was determined on the basis of length of service in the cadre.

### Conclusion

From the above discussion it becomes amply clear that the question of seniority between the promoted and directly recruited teachers cannot be decided hypothetically without reference to the Act, Statutes and Ordinances of a particular University. If the Act, Statutes and Ordinances of a University provide for a statutory source of promotion and also for merger in the cadre then only a promotee teacher of such a University can claim seniority over the direct recruits of the same cadre. Therefore, the case of each university will be decided on its own merit. Fact remains that personal promotion is provided to teachers on the basis of merit-cum-service to avoid stagnation. Therefore, to treat them ex-cadre would be a bad politics in a university.

## CALENDAR OF EVENTS

Proposed Dates of the Event	Title	Objective	Name of the Organising Department	Name of the Organising Secretary Officer to be contacted
Nov 25-27, 1996	National Seminar on Biotechnology - New Trends and Prospects	Theme: Education and Research in Biotechnology	Gurukul Kangri University, Harwar	Prof. D.K. Maheshwari, Department of Botany, Gurukul Kangri University, Harwar - 249 404
Dec. 5-7, 1996	ICDE Asia Conference on Open and Distance Education	Theme: Open and Distance Education	International Council for Distance Education Oslo, Norway	The Convener, ICDE Asia C/o AIAET, F-5-E, DDA Munirka, New Delhi-110 067.
Dec 28-30, 1996	International Conference on Information Technology in Education and Training	Theme: Information Technology in Education and Training	All India Association for Educational Technology, New Delhi.	Dr. D.N. Sansanwal, School of Education, Devi Ahilya University, A B Road, Indore-452 001.



## Salman Rushdie's *The Moor's Last Sigh*

Bhagwat S. Goyal\*

During the years 1994 and 1995 I had the opportunity to read a variety of books, particularly biography and fiction. Some of the books that fascinated and provoked me included *Seshan: An intimate story* by K. Govindan Kutty, *The Degeneration of India* by T.N. Seshan and Sanjoy Hazarika; Tasleema Nasrin's *Lajja* and *Aurat Ke Haq Mein; India's Bandit Queen: The True Story of Phoolan Devi* by Mala Sen, *Phoolan* by Irene Frain, *Beyond the Canvas: An Unfinished Portrait of M.F. Husain* by Ila Pal, R. Venkatraman's *My Presidential Years*, *The Private Life of Chairman Mao* by Zhisui, *The Rushdie File* edited by Lisa Appignanesi and Sara Maitland, and Salman Rushdie's *Imaginary Homelands*, *Satanic Verses* and *The Moor's Last Sigh*. Though a lot could be written about all these books, Salman Rushdie's latest novel, *The Moor's Last Sigh*, held my special interest, both because of its theme and its high literary craftsmanship. Rushdie's *Satanic Verses* is an equally enthralling novel, an enduring ode to the ideal of secularism and a diatribe against the deceptive divinity of revealed religion.

Rushdie's *The Moor's Last Sigh* is the great Indian novel that seeks to portray the competing and antagonistic ideologies struggling to possess the soul of India. While the declared objectives of India's polity — secularism, socialism and democracy — are languishing in the conscience of just a handful of committed Indians, the demons of communalism, free-market economy, intolerance, censorship, caste wars and all-pervasive colossal corruption are driving the average Indian crazy, making him bewildered and incapable of deciding how to make sense of a chaotic scenario. Moraes Zogoiby or Moor, the protagonist-narrator-author of Rushdie's *The Moor's Last Sigh*, seems to echo the sentiments of millions of Indians when he asks the question: "How to find meanings in the ruins of a life?" (P. 418). But he is not disheartened, even when he is incarcerated in the prison-like castle of Vasco Miranda, an old friend turned into an insane foe. Along with his Japanese co-prisoner, Aoi Ue, he refused to surrender to the trap of despair: "Thus we clung to humanity, and refused to allow our captivity to define us". "We are

greater than this prison; Aoi said. 'We must not shrink to fit its little walls. We must not become the ghosts haunting this stupid castle.'" (P. 424). Every word that Rushdie writes here bears his authentic signature.

*The Moor's Last Sigh* fits in well with Rushdie's concept of the novel's function. According to Rushdie, "The novel tells us there are no rules. It hands down no commandments. And it tells us there are no answers. If religion is an answer, if political ideology is an answer, then literature is an inquiry; great literature, by asking extraordinary questions, opens new doors in our minds" (*Is Nothing Sacred?* in *Imaginary Homelands*, p. 423). Rushdie believes that the starting point of novel is "the acceptance that all that is solid *has* melted into air, that reality and morality are not givens but imperfect human constructs." (*ibid*, P. 422)

If reality is an imperfect human construct, it is impossible to contain or define it in any precise terminology or situation or portrayal. In almost all his novels, specially, *Midnight's Children*, *Satanic Verses* and *The Moor's Last Sigh*, Rushdie has speculated upon the relationship between creative imagination and social and existential reality. We often tend to believe the fictional characters in the works of literature and religious books as real, while in reality they are only as real as the pure fictions of human imagination. It is our own belief in their reality that makes them real to us. Referring to a character in the novel, Carmen da Gama, the Moor, the narrator — author of the novel, asks: "What was she but a creature of my mind? — As are all these; as they must be, having no means of being other than through my words." (P. 425). The Moor wonders if his companion-in-prison Aoi Ue, was creating her dream lover out of her perception of her need. Rushdie seems to be implying here what he has made quite obvious in *Satanic Verses* that God is also the creation or construct of our perception of our need for Him. As Voltaire had also said, "Even if there were no God, it would be necessary to invent him."

The annihilating reality of blood and violence, however, gets the goat of Rushdie. At the fag end of the novel, when the Moor finds himself on the

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threshold of a sure death at the hands of Vasco Miranda, after Aoi Ue has been shot through her breast and blood spills out of her body, Vasco himself mysteriously bursts and the tides of his blood are unleashed, pouring from his nose, his mouth, his ears, his eyes. The revolting sight of blood makes Moor sick and he exclaims: "O the vulgarity, the garish unambiguity of blood. How tawdry it is, how thin.... I think of newspaper accounts of violence..... It is the faces of the survivors I remember: the wives, neighbours, friends. 'Yesterday our lives were rich and various, the faces say to me.' Then the atrocity happened; and now we are just its things, we are bit players in the story in which we don't belong. In which we never dreamed we might belong. We have been flattened; reduced" (P. 430) Violence is not only vulgar, its victims, direct and indirect, also feel a reduction in their human status, a demeaning and flattening of their throbbing beings, They are reduced to the level of mere things.

Rushdie has structured his novel in four parts: A House Divided, Malabar Masala, Bombay Central, and 'The Moor's Last Sigh.' The novel opens at a point at which it had ended: Moraes Zogoiby or Moor, fishing out the text of his novel 'The Moor's Last Sigh' from Vasco's studio, stuffed it into his pockets, along with a hammer and some nails. As he ran, he left his story nailed to the landscape in his wake. (P. 433). The opening sentence of the novel reads: "I have lost count of the days that have passed since I fled the horrors of Vasco Miranda's mad fortress, in the Andalusian mountain-village of Benengeli; ran from death under cover of darkness and left a message nailed to the door". (P. 3). Remembering how people nicknamed his mother Aurora 'Amrika' and his beloved Uma 'Moskva', both of them dying later of 'unnatural causes', the Moor writes: "I in a far-off country with death at my heels and their story in my hand, a story I've been crucifying upon a gate, a fence, an olive-tree, spreading it across the landscape of my last journey, the story which points to me. On the run, I have turned the world into my pirate map, complete with clues, leading X-marks-the-spottily to the treasure of myself. When my pursuers have followed the trail they'll find me waiting, uncomplaining, out of breath, ready" (P. 3).

In these opening passages Rushdie's allegorical touches reveal their magic. America and Moscow, symbolising the two competing ideologies, were dying of unnatural causes. Moscow, a victim of

bloated bureaucracy and suppression of intellectual freedom, and America, a victim of its cankerous capitalism and decadently perverted and arrogant superpowerdom. The vivid images of crucifixion, pursuit, piracy and hidden treasure etc point to the experienced agony and ecstasy of Rushdie himself ever since he was forced to live in hiding after Ayotulla Khomeini's *fatwa* against him in the wake of the publication of his controversial novel, *The Satanic Verses*.

Wit, irony and satire constitute the powerful trident of Rushdie's brilliant literary style. He refers to Moor's great grandfather Francisco's nationalist sentiments merging with his interest in theoretical physics, resulting in his writing a paper entitled "Towards a Provisional Theory of the Transformational Fields of Conscience". The paper is lampooned in a newspaper editorial: "Dr da Gama's fears for our ethical future are like those of a crackpot weatherman who believes our deeds control the weather, so that unless we act 'clemently' so to speak, there will be nothing overhead but storms. "Similarly, a satirical columnist writes: "Should we fear contamination of our values — call it Gama Radiation — by accidental field collisions? Might not praying-mantis sexual mores, baboon or gorilla aesthetics, scorpion politics fatally infect our own poor psyches? (P. 21) There is irony when Rushdie writes: what started with perfume ended with a very big stink indeed." (P. 36) When the da Gama house is divided, "even the lizards on the walls were captured, and evenly distributed on both sides of the great divide." (P. 42)

The Moor's grandfather Camoens spells out his vision of a free India, almost in Tagorean fashion, to his wife Isabelle. He whispers to her about the "dawning of a new world, Belle, a free country, Belle, above religion because secular, above class because socialist, above caste because enlightened, above hatred because loving, above vengeance because forgiving, above tribe because unifying, above language because many-tongued, above colour because multi-coloured, above poverty because victorious over it, above ignorance because literate, above stupidity because brilliant, freedom, Belle, the freedom express, soon will stand upon that platform and cheer the coming of the train". (P. 51)

Rushdie is a materialist atheist besides being a secularist and humanist. The Moor is to a great extent the intellectual-symbolic projection of Rushdie himself. The Moor seems to have inherited his world view from his grandmother Flory Zogoiby,

who expresses her belief in these words: "What you see is what there is," Flory mumbled, under her breath. There is no world but the world. And then, a little louder. There is no God. Hocus-pocus! Mumbo-jumbo! *There is no spiritual life.*" (P. 84)

Rushdie presents the relationship between Aurora and Abraham, the parents of Moor, as a miracle union that challenges all socially made barriers in their various dimensions like religious, economic, communal, and age etc. One is a Christian, the other a Jew. One is rich, the other poor. One is mistress, the other servant. One is young, the other old. The vested interests tend to dismiss this union not only as a sacrilege but a violation of the natural order of things: "Aurora da Gama and her Jew were no more than flies upon the great diamond of India; how dare they so shamelessly challenge the natural order of things? They were asking to be squashed." (P.98) Such oppositions do not matter to Abraham Zogoiby, but sometimes he has apprehension that "the ugliness of life might defeat its beauty; that love did not make lovers invulnerable." (P.101)

How does their only male child Moor react to their alliance and his own status in the society? He says: "I salute their unmarried defiance; and note that Fate so arranged matters that neither of them — irreligious as they were — needed to break confessional links with the past, after all. I, however, was raised neither as Catholic nor as Jew. I was both, and nothing: a jewholic—anonymous, a cathjew nut, a stewpot, a mongrel cur. I was — what's the word these days? — atomised. Yessir: a real Bombay Mix." (P.104)

The most interesting parts of the novel focus on the character, personality, liveliness and role of Moor's mother Aurora who becomes a national celebrity as an artist and as a political activist. Describing her role and her relationships with some key political figures of India like Jawaharlal Nehru, Rushdie writes: "Aurora Zogoiby grew into the giant public figure we all know, the great beauty at the heart of the nationalist movement, the loose-haired bohemian marching boldly alongside Vallabhbhai Patel and Abul Kalam Azad when they took out processions, the confidante — and, according to persistent rumours, mistress — of Pandit Nehru, his 'friend of friends', who would later vie with Edwina Mountbatten for his heart." (P.116) Aurora loves to dance on the occasion of Ganpati festival, setting a new example of the secular essence of Indian culture. But when the celebrations

appear to assume strident communal tones in Moor's view, he has a quarrel with her: "By that time Ganesh Chaturthi had become the occasion for fist clenched, saffron-head-banded young thugs to put on a show of Hindu-fundamentalist triumphalism, egged on by bellowing 'Mumbai's Axis' party politicians and demagogues such as Raman Fielding, a.k.a. *Mainduck* ('Frog')" (P.124). But she refuses to pay any attention to such nonsense which she considers below her dignity. She asks Moor: "You think I can be squashed by gutter pressure?" (P.125) Then she tells him who is her real competitor: "I-tho am up against a greater opponent: Shiva Nataraj himself, yes; and his big-nosed holy-poly disco-baby too-for years I have been dancing them off the stage." (P.125)

Rushdie seems to be consistently and persistently autobiographical in this novel. Through the various characters and comments are revealed his own basic beliefs, values and philosophy. For instance, he tells us that art tends to be considered a mysteriously subversive activity, when he writes about the people's attitude to Aurora's passion for art: "The sheer strangeness of the activity of art made her a questionable figure; as it does everywhere, as it always has and perhaps always will" (P. 130)

Rushdie's comments on the mythologizing of mother in Indian culture are incisive, illuminating, bold and frank: "Motherness — excuse me if I underline the point — is a big idea in India, may be our biggest: the land as mother, the mother as land, as the firm ground beneath our feet. Ladies-O, gents-O: I'm talking *major* mother country." Then commenting on Mehboob's mega-film *Mother India*, he writes: "Nobody who saw it ever forgot that glutinous saga of peasant heroinism, that super-slushy ode to the uncrushability of village India, made by the most cynical urbanites in the world. And as for its leading lady - O Nargis with your shovel over your shoulder and your strand of black hair tumbling forward over your brow! — She became, until Indira-Mata supplanted her, the living mother-goddess of us all." (P.137) And further: "In *Mother India*, a piece of Hindu myth-making directed by a Muslim socialist, Mehboob Khan, the Indian peasant woman is idealised as bride, mother, and producer of sons; as long-suffering stoical, loving, redemptive and conservatively wedded to the maintenance of the social status quo." (pp. 138-139).

Rushdie provides sizzling insights into the complex complexion of India, that is Bharat. Referring



to the reign of monopoly capitalism in India, he writes: "Just one and a half per cent of the country's companies owned over half of all private capital, and that even within this elite one and half per cent, just twenty companies dominated the rest, and that within these twenty companies there were four super-groups who controlled between them, one quarter of all the share capital in India".

Feminism too comes handy for comment by Rushdie when he chooses to write about Indira Gandhi through the eyes of Moor's sister Mynah. She speaks about a struggle against the phallocracy — about the case of the invisible world, and also her women's group's efforts to fight the Emergency in the courts... "Indira Gandhi", she said, "has lost the right to call herself a woman. She has grown an invisible dick" (P. 213)

Finally, *The Moor's Last Sigh* is Rushdie's existential autobiography with encyclopaedic range and written in an epic - fabulist style. Like Moor of this novel, Rushdie has been gathering to himself all manner of "shiny scraps of fact and hokum and books and art-history and politics and music and film" (P. 240) What Rushdie attributes to Raman

Fielding or *Mainduck* is true of himself as an artist: "It is not the civil social norm for which men yearn, but the outrageous, the outsize, the out-of-bound-for that by which our wild potency may be unleashed." (P. 305). Rushdie's novel unleashes our wild potency. Even through a casual character like Gottfried Helsing, Rushdie speaks about his own philosophy: "How to forgive the world for its beauty, which merely disguises its ugliness: for its gentleness, which merely cloaks its cruelty; for its illusion of continuing, seamlessly, as the night follows the day, so to speak — whereas in reality life is a series of brutal ruptures, falling upon our defenceless heads like the blows of a woodsman's axe? (P. 391).

The novel ends on a note of hope. In spite of bomb blasts in Bombay and the billion contradictions of this mega city, a symbol of India, Rushdie believes that "The city will survive. New towers will rise. Better days will come" (P. 377) Though the Moor does sigh for a lost age: "Once, indeed, there were giants on our stage; but at the fag-end of an age, Madam History must make do with what she can get. Jawaharlal, in these latter days, was just the name of a stuffed dog" (P. 352).

## STUDENT MOTIVATION

(Contd. from page 2)

*Creativity and Motivation.* Creativity as an integral part of motivation. Necka (1986) enumerates five classes of motives which interact and combine. These are, briefly:

- creative behaviour as a means to an end, — job, utilitarian result, problem solving.
- creative behaviour as an end in itself, self-satisfaction and realisation.
- playfulness, playful motives, the challenge of the unknown.
- aimed at competence, at controlling the external world. Knowledge and innovation seen as power.
- expressive motives : need to communicate to use imagination and intuition.

At one point motivation links up with creativity as an integral component. One stimulates the other and adds to the meaning of the other. Motivation means the willingness to learn, to expend effort and time, to have intellectual curiosity, willingness to respond to new challenges, to find solutions, openness to new ideas and experiences. Creativity is in itself an accepted end of education (For further dis-

cussion see Mcloed and Cropley).

Providing freedom in the classroom, encouraging discussion and fresh thought, calling forth participation are in themselves motivating strategies. They also take care of diversity and would lead to the creation of sensitive and mature responses to life. They should not be treated as disruptive of existing situations, or as opposed to the cultivation of a sense of discipline. It is very likely that both discipline and time management will improve when class environment is more open and free.

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## Human Development and Economic Growth

Dr. C. Rangarajan, Governor, Reserve Bank of India, delivered the Convocation Address at the Fifty-Sixth Convocation of Tata Institute of Social Sciences, Mumbai. He said, "Sustained improvement in human well being is not possible without economic growth but, at the same time, high economic growth need not necessarily translate into higher levels of human development. Studies have shown that economic growth requires effective policy management if it is to enrich human development. Conversely, if human development is to be durable, it must be continuously supported by economic growth." Excerpts

The issues relating to human development have come to the fore in the last few decades because of the fact that the benefits of economic growth do not necessarily accrue to all sections of the community automatically. The ultimate objective of social and economic changes is human development. The expansion of income and employment is essential but only as a means to enriching human lives. Economists have always been conscious of this. In fact, there has been a considerable debate in the literature on whether economics is a positive or normative science. It has been argued by many that the justification for economics as study lies in its ability to contribute to improving the well being of the people. Alfred Marshall who gave shape to economic discipline, as we understand it now, described economics as "a study of man kind in the ordinary business of life". He went on to add: "it examines that part of individual and social action which is most closely connected with the attainment and with the use of the material requisites of wellbeing. Thus, it is on the one side a study of wealth; and on the other, and more important side, a part of the study of man." Please note the emphasis on Economics as being a 'part of

the study of man'.

Professor Pigou was even more explicit on the role of economics. He called his book 'Economics of Welfare.' He wrote: "When we elect to watch the play of human motives that are ordinary — that are sometimes mean and dismal and ignoble — our impulse is not the philosopher's impulse, knowledge for the sake of knowledge, but rather the physiologist's, knowledge for the healing that knowledge may help to bring."

### Human Development: Rationale and Significance

Human development has been described as a process of enlarging human capabilities and choices. Apart from the basic necessities such as food, clothing and shelter, other human choices include long life, good health, adequate education and participative decision making. Thus, human development is multi-dimensional involving political, social and economic elements. It is not, therefore, surprising that countries do not rank identically on the income scale and human development scale. Some times the differences in the ranking are quite striking. A development strategy focused on human devel-

opment seeks, therefore, to ensure for as large a section of the society as possible an acceptable standard of living.

Human development in any country can be seen as the result of benefits flowing from the stock of capital that the country possesses. In the broadest sense of the term, a country's capital comprises —

- (i) *Natural capital* — natural resources including atmosphere and oceans, flora, fauna, soils, mineral deposits and sources of fresh water.
- (ii) *Physical capital* — produced means of production, i.e., plant and equipments, physical infrastructure (e.g. roads, bridges and irrigation canals), stock of dwellings, etc.; and
- (iii) *Human capital* — knowledge, skills, experience, energy and inventiveness of people acquired in a variety of ways including formal education, training, on the job learning by doing, informal contacts, information media, and reflection.

Enhancing human development means augmenting the stock of capital — natural, physical and human.

Human Development Report 1995 highlights the four main components of the human development paradigm:

- (a) *Productivity*: People must be enabled to increase their productivity and to participate fully in the process of income generation and remunerative employment. Economic growth is, therefore, a subset of human development models.

- (b) *Equity*: People must have access to equal opportunities. All barriers to economic and political opportunities must be eliminated so that people can participate in, and benefit from, these opportunities.
- (c) *Sustainability*: Access to opportunities must be ensured not only for the present generations but for future generations as well. All forms of capital — physical, human, environmental — should be replenished.
- (d) *Empowerment*: Development must be by people, not only for them. People must participate fully in the decisions and processes that shape their lives. For this, an appropriate political and social framework becomes necessary.

Human development implies economic growth. Sustained improvement in human well being is not possible without economic growth but, at the same time, high economic growth need not necessarily translate into higher levels of human development. Studies have shown that economic growth requires effective policy management if it is to enrich human development. Conversely, if human development is to be durable, it must be continuously supported by economic growth. Any imbalance between the creation of capabilities in people which is what human development aims to achieve and the absorption of these capabilities in productive activities which is what economic growth can result in can create social upheaval. Wastage of human resources can be most detrimental to any society. Human development has therefore, to go hand in hand with economic growth.

An aspect of human development that has assumed great importance in recent years has been sustainability. Sustainable development has been defined as development that lasts. Many fast growing economies have paid a high price in terms of environmental degradation. Water, air and atmospheric pollution have seriously affected not only the health of humans but also the fauna and flora of countries. A major concern, therefore, has been to ensure that those who enjoy the fruits of development of economy today do not make future generations worse off by excessively degrading the earth resources and polluting the environment. The general principle of sustainable development adopted by World Commission on Environment and Development that current generation should "meet their needs without compromising their ability to future generations to meet their own needs" has become widely accepted. Environmental conservation must, therefore, constitute an integral part of any developmental strategy and State intervention in terms of pricing and taxation as well as direct control over certain activities becomes essential to achieve such conservation.

#### **Human Development Strategy and Role of the State**

The case for a development strategy with an emphasis on human development rests on the following premises :

- a) Returns from investment in human capital are *at least* as high as those from other forms of investment.
- b) Investment in human capital often economizes on the use of physical and natural capi-

tal. For example, better health facilities for workers imply, more often than not, increases in productivity.

- c) Benefits of investment in human capital are more evenly spread than from other forms.

These advantages do not accrue automatically. The State has to play a role not only in guiding the development process but also intervening wherever necessary to ensure that the full benefits of human capital are derived. What is relevant in this context is not so much the overall size of the State intervention as much the nature of the functions the State performs and how well it performs them.

#### **Reallocation of Public Sector Resources**

Human Development Report 1991 (UNDP) introduced four expenditure ratios which are considered necessary to "analyse how public spending on human development can be designed and monitored":

- (i) the *Public Expenditure Ratio (PER)* — the percentage of national income that goes into public expenditure;
- (ii) the *Social Allocation Ratio (SAR)* — the percentage of public expenditures earmarked for social services;
- (iii) the *Social Priority Ratio (SPR)* — the percentage of social expenditure devoted to human priority concerns (i.e., say, elementary education, preventive health care, nutrition, water supply and sanitation); and
- (iv) the *Human Expenditure Ratio (HER)* — the percentage of national income devoted to human priority concerns; the



last one being the product of the first three ratios.

[HER = PER x SAR x SPR, since

$$\frac{HPE}{NY} = \left(\frac{PE}{NY}\right) \times \left(\frac{SS}{PE}\right) \times \left(\frac{HPE}{SS}\right)$$

The Report provided norms for the various ratios, the fulfilment of which is expected to lead to higher levels of human development — the norms being derived from the experience of a number of countries in respect of human development.

According to the Report, the Human Expenditure Ratio (HER) may need to be around 5 per cent if a country wishes to do well in human development. This may be achieved in an efficient manner by keeping "the Public Expenditure Ratio (PER) moderate (around 25 per cent), allocate much of this to the social sectors (more than 40 per cent) and focus on social priority areas (giving them more than 50 per cent)". The Report however adds, "what probably matters more than the HER is human development spending per person in absolute terms. This helps place the ratio in proper perspective". This approach has been criticised to some extent on the grounds that it implies that *all* human development expenditure is financed by Government out of taxation or borrowings, which is neither correct nor desirable.

While public expenditure ratios do provide a clue to the seriousness of efforts made, they themselves do not fully explain the level of human development in a country. Much depends on the efficiency with which the resources allocated are utilised. Leakages and inefficiencies are

endemic in such expenditures, plugging of which becomes essential, if the full benefits of such expenditures are to be reaped.

In an empirical study of 9 countries (India, Zambia, Jamaica, Pakistan, Egypt, Sri Lanka, Tunisia, Mexico and the Philippines), Giovanni and Stewart (1993, 'Two Errors of Targeting', UNICEF, International Child Development Centre, Florence, Italy, *Innocenti Occasional Papers*, EPS 36, March, as quoted in Griffin and McKinley (1994), 'Implementing a Human Development Strategy' Macmillan) examine two common mistakes that occur while targeting public expenditures on specific groups:

(1) *E-mistakes*: occur when there is excessive coverage of the population i.e., when people not intended to be included among the beneficiaries nonetheless receive benefits.

(2) *F-mistakes*: occur when persons who are intended to be beneficiaries nonetheless fail to be covered by the programme and hence fail to receive benefits.

Policy makers often concentrate on minimising the E-mistakes. Yet Giovanni and Stewart show that E and F mistakes are inversely related i.e., attempts to reduce E-mistakes often can result in a larger number of F-mistakes. Therefore, human development as an objective would require to minimise the number of F-mistakes so as to ensure that all those entitled to benefits do in fact receive them. The presence of E and F mistakes has given rise to a controversy whether the welfare programmes should be broadly based or sharply focused. While broadly based programmes are easier to manage, sharply focused programmes become a necessity given the financial resource constraint faced by almost all coun-

tries.

An examination of the human development strategies pursued by different countries reveals the following lessons :

- 1) Countries which have accorded high priority to human capital formation have performed relatively better in terms of economic growth, employment, reduction in income inequalities and alleviation of poverty. This strategy has paid rich dividends in the case of newly industrialising countries.
- 2) When the distribution of income and assets is very uneven, high economic growth rates fail to translate themselves into enhanced standard of living of the people at large.
- 3) Well designed social expenditures by Government can significantly improve human development even when economic growth is low.

We have so far stressed on economic related factors bearing on human development. As I mentioned earlier, human development is multi-dimensional. An appropriate social and political framework is also an essential attribute of human development. A democratic framework with a fair degree of decentralisation is necessary to make the people feel that they are participating in the decision making. Also in many cases, changes in social attitudes and perceptions are necessary. Gender equality which means equal rights and opportunities for women on which much stress is being laid these days can come about only as a result of changes in the attitudes and mind-set of people. Centuries of ingrained beliefs and prejudices need to be overcome.

(Contd. on page 24)

### Technology Vision : 2020

The Prime Minister, Mr. H.D. Deve Gowda, reiterated the commitment of the Government to promote technology development and urged the industry and business houses to complement the efforts through greater emphasis on investment in science and technology projects. He was releasing the "Technology Vision : 2020", a set of reports prepared by the Department of Science and Technology (DST) on the future vision of technology development in several key sectors in New Delhi recently. He said while it may not be necessary for the country to develop everything, it must be remembered that in the highly competitive world today, a nation was judged and respected for its indigenous technological strengths.

Pointing out that the network of national laboratories, the strengths of the industry, the entrepreneurial spirit of the farmers and the technical capability of the work force gave the country a special competitive edge in all sectors of the economy, including national security, he said the Government was keen to not only consolidate these positive aspects but also provide avenues for forward looking action by agriculturists, business and industry leaders, service providers, scientists, technologists, Government agencies and non-Government organisations.

He said the exercise, which had culminated in the reports, had to be highly appreciated, as it not only focused on areas most relevant to the needs of the present and future generations,

but also because it brought together the wisdom and experience of scientists, economists and industrialists. "Each of us plan for the future, but it is even better and, perhaps, necessary, to collectively plan for the future", he added.

Prof. Y.K. Alagh, Minister of State for Science and Technology, speaking on the occasion, informed that the Prime Minister had directed that the reports be integrated into the ninth plan document, and said what the country needed today was a networking of the individual strengths of educational institutions, academic research sectors, and national laboratories.

The role of universities, particularly, should not be ignored. They were the mother institutions of the future. "The Indian university scene is bright, but even if you are critical of it, please help and support it. For, the workplace of tomorrow will be manned by the young people of today", he added.

Dr. A.P.J. Abdul Kalam, Chairman of the Governing Council of the DST's Technology Information, Forecasting and Assessment Council (TIFAC) — which was instrumental in bringing out the reports — disclosed that the inspiration of the project came from a question raised in a meeting of the council as to what would make India achieve the status of a developed nation, and not just remain another developing one.

During deliberations at two

subsequent meetings of the council, it was realised that for India, technology had to be the vision, as it would generate wealth in the shortest possible period if deployed in the right direction and as it gave strength to both the political and economic structure of the nation.

The reports, prepared after a two-year long nation-wide exercise, have revealed that India had a vast strength in its scientific and technical human power, software engineering and agricultural and industrial base and that it could be further enhanced to get better technological yield through the networking of R&D institutions, industry and other sectors, he added.

### Research Consortium Project

A "technology window" and a "cyclotron" are among the major establishments that will come up in the Consortium to be set up by the Indira Gandhi Centre for Atomic Research (IGCAR), Kalpakkam in association with Universities and industry in this region. The Department of Atomic Energy (DAE) is reported to have, in principle, agreed to the Consortium project and proposed it for the Ninth Plan, for implementation at a cost of Rs. 20 crores. Firming up of the proposal was done at meetings between teams led by Prof. P.K. Ponnuswamy, Vice-Chancellor, University of Madras and Dr. Placid Rodriguez, Director, IGCAR.

Building up a Science and Technology community through close interaction and making available the skills, expertise and

technologies of the IGCAR and universities to industry can be achieved by such a consortium, as per its objectives.

Participating in this effort will be the University of Madras, Anna University and the Pondicherry Central University. By pooling the strengths, the individual advanced developments can be converted into useful technologies and help offered to scientists and organisations to apply for patents, it is envisaged.

The proposal put up before the Madras University syndicate recently, focused upon Materials Science and Engineering besides Environmental Science and Technology as the first thrust areas.

Creating an advanced facility like the cyclotron laboratory would help in multidisciplinary applied research. Nuclear medicine, radio pharmaceuticals, use of radio isotopes for clinical use and enhancing availability are among other objectives of the laboratory.

Plans are also afoot to provide laboratories for environmental science/technology and life sciences under the Consortium.

The constituent members of the proposed Consortium see several possible "spin-offs" from its activities. By pooling available resources and closely interacting with one another, the members will act as a catalyst for curriculum development at all levels. There will also be a stimulus for the Science and Technology policy making in the country.

"Trainer kits" for use by students in college and technical courses, research sponsored by industry, an interlinked information network, critical apprecia-

tion of DAE programmes in industrial and academic circles could be other benefits.

As per the MoU on the Consortium, the first phase has an "action plan" consisting of the following elements : creation of an organisation structure, establishment of the technology window, the cyclotron and the laboratory on Environmental Science and Technology.

In the first instance, Rs. 2 crores has been sanctioned for the building. The University of Madras has earmarked three acres of land in the Taramani campus for the proposal and agreed to initiate the programme with a seed money of Rs. 2.5 lakhs with a matching grant coming from the DAE.

Organisationally, the Consortium will have a Governing Council (GC) as a policy-making body. The Council with ten members and an elected chairman, will meet at least twice a year. As founders of the Consortium, the DAE and the University of Madras will have adequate membership as also the industries sector in view of the focus. Other constituent units will together be represented by one or two members, as per the proposal.

The impetus to have such a Consortium is explained by the agreement thus "Both IGCAR and University of Madras have recognised the need to be not only interactive among themselves in education, teaching and research, but also with other universities and academic bodies and particularly the industries which are in close proximity."

## **Credit Based System of Higher Education**

"The credit-based system in higher education, cannot solve all the problems such as affordability or accessibility, but it could offer leverage for intelligent handling of these problems", said Dr M. Anandakrishnan, Vice-Chairman, Tamil Nadu State Council for Higher Education (TANSCHE). He was inaugurating a two-day seminar on "Credit-based system" organised recently by the Madras University.

The credit-based system, he said, mainly provided for the students to choose courses according to their choice with greater flexibility. The problems plaguing higher education pertained mainly to its accessibility, affordability and equity, he added.

Higher education these days was becoming a symbol of upward social mobility and a vast majority of the youth wanted to take up PG courses. But did everyone have the necessary access to such courses was the first question in higher education.

Secondly, there existed a clear set of higher education systems which could be taken up only by paying huge sums of money. But the number of persons who could afford to do so was very small. How to provide affordability to higher education was an issue which the university too was seized with.

Employment should be provided to all those who had completed higher education. If students found that higher education did not offer them good job avenues, it could become a sociological problem. The credit-based system with its greater flexibility



"could enable us to approach such problems in a more intelligent manner," he said.

Tracing the origins of the credit-based system, Dr. Anandakrishnan said the system should be flexible enough to allow a student to sequence the course according to his or her choice. It should be made possible for a student to opt from a variety of electives and to decide the quantum of the course/subject content he or she wanted to learn. The credits gained should be transferable from one delivery system to another, for example from correspondence/open university mode to the regular system, he added.

Prof. P.K. Ponnuswamy, Vice-Chancellor of Madras University, who presided over the inaugural function, said the formal education system had undergone a restructuring from institution-centered to teacher-centered and again to subject-centered. Only now the classroom and the student had become the focus of higher education. Out of 30 or 40 students in a class, there was need to assess how many really understood what went on in the class. While there was a need for safeguards at entry level such as through reservation, "we (educationalists) need to see that all the students come out as equals."

The credit-based system had been introduced in 22 Madras University departments last year and eight more this year. The university was providing an additional Rs. 10,000 for each department for implementing the system. The university planned to approach the UGC for additional funding in this sphere, the Vice-Chancellor added.

## **Training Programme in Management Education**

The School of Management, Pondicherry University, conducted a 21-day residential training programme for the Faculty of AICTE-recognised Post Graduate Management programme. Dr. S.V. Narayanan, the seniormost Professor of the University was the Course Director.

Inaugurating the programme the Minister for Agriculture, Govt. of Tamilnadu, Mr. Vishwanathan, noted the similarities between agriculture and management (Velanmai and Melanmai, in Tamil) in terms of risks and optimising resource utilisation. The Minister for Local Administration and Development (LAD), Mr. Jeyakumar, felicitated by expressing the hope that Management Faculty would advise and assist LAD towards betterment. The local area MLA, Mr. Kesavan, wanted universities and colleges to make use of management experts to enable educational institutions to participate in the development processes of the nation. Dr. Gnanam, Vice-Chancellor and President of AIU, presided.

The program was divided into two broad components — Pedagogy and Management. The former focused on methods pertaining to Teaching, Research, and Evaluation from a Management-Education perspective. The management component comprised Refresher (revision for the specialised), Overview (coverage of interrelated topics), and Update (discussions on newer developments in Management areas).

Mr. A.K. Shah, Vice Chairman, CII - Pondicherry, in his valedictory address, said that the

AICTE should continue to sponsor and support such generalised as well as subject-specific programmes of varying duration for the betterment of all facets of national and international activities. He also hoped AICTE would consider the proposal to locate a permanent training institute in Pondicherry.

48 Faculty members from 9 states actively participated during the sessions and industrial visits. Resource Persons included Factory Managers, Corporate Personnel Managers, Marketing Executives, Training Specialists, Bankers, as well as Senior academicians.

## **New Courses at Vinoba Varsity**

The Vinoba Bhave University, Hazaribag, Bihar, has (a) initiated a number of new courses at the PG and Undergraduate levels, and (b) has seriously launched refurbishment of the all existing courses and syllabi in the light of the CDC Reports of the UGC and as per requirements of BET and NET, etc.

The Bihar State Govt. has recently sanctioned five new Postgraduate departments at the University creating seven teaching posts in each Dept. The two of these Departments have been assigned to new courses, namely, (i) a two-year, 30-seated, M.B.A. Course at the University Department of Business Administration and Management Studies, and (ii) a two-year, 30-seated, M.Sc. Courses in Life Science at the University Department of Life Sciences.

At the undergraduate and collegiate level, eight three-year-degree level Vocational Courses

have been introduced with full financial support from the UGC till 2000 A.D. These courses have been started at different colleges, each college offering 30 seats for each course.

According to Dr K.K. Nag, Vice-Chancellor, the University proposes to devise socially relevant courses, even Diploma and Certificate Courses, in the fields of medicine, technology and Social Sciences. The faculty of Fine and Performing Arts is also proposed to be set up with a view to conducting indepth research in the cultures of the tribes and other aboriginal inhabitants of the region. The University has also under consideration a full-fledged research-centre to study ISKO - Cave paintings and the allied civilization.

### **Drugs in Sports Directory 1996**

With a view to educating the athletes, coaches and doctors regarding the drugs banned by the International Olympic Committee (IOC), the Sports Sciences Research Foundation (SSRF) has brought out the second edition of the mini directory (pocket size) containing the latest list of banned drugs with Indian examples & permissible drugs with their effects & side effects. The directory was distributed to the Indian Contingent & sports officials which recently participated in the Atlanta Olympics-96. The directory has been brought out with the help of Lyka Labs Ltd., Mumbai.

Eminent international players like Sunita Godara, Jaspal Rana, Shiny Wilson, Dr R.L. Anand, Chef De-Mission, Indian Contingent - Atlanta Olympics-96 have greatly appreciated the ef-

forts of the Foundation. For example, even extremely common over the counter drugs for cold, flu like Vicks-Action 500, Actified, Sudafed which are banned by their chemical name like Ephedrine, Pseudoephedrine, at times are taken by athletes ignorantly. If caught under dope test, they have to pay a very heavy price for this ignorance. So no product even for use in cold, flue or hay fever should be given to a competitor without first checking with the team doctor that the product does not contain any drug of the banned stimulants class. The mini directory is a useful ready reckoner not only for athletes, but for coaches and doctors as well.

"Winning in Sports at all costs does not permit the philosophy of sports to degenerate merely into a competition amongst laboratories, scientists and athletes", says Dr. Shila Jain, the Dope Control Scientist at the Sports Authority of India and the co-author of the Directory. One of the cornerstones of sports is "Fair Play". Doping — use of drugs to artificially enhance the physical performance capacity is not only a disgraceful form of cheating but also threatens the safety, health and longevity of sportspersons. This Mini Directory, the authors hope, will promote the true ethics of sports.

The Directory can be obtained from Dr. Jawahar Lal Jain, President, Sports Sciences Research Foundation, D-16, Maurice Nagar, Delhi - 110 007.

A small folder on nutrition tips to athletes for better sports performance was also distributed to Indian Contingent by SSRF. Compiled by Ms Priti Rishi Lal, Nutritionist, Sports Authority of India, the folder highlights carbo-

hydrates as the best fuel for exercise. Eating high carbohydrate food can prevent early exhaustion. Breakfast should not be skipped and is indeed the meal of the champions. This was stated in New Delhi recently by President of SSRF, Dr J.L. Jain, who is also Convenor, Dope Commission, of the Indian Olympic Association.

### **Conference on Open and Distance Education**

The International Council for Distance Education (ICDE) Asia Conference on Open and Distance Education (CODE) will be held on 5-7 December, 1996 at New Delhi. The theme of the conference is Open and Distance Education. Various sub-themes include (i) Social Relevance of Open and Distance Education; (ii) Pedagogy of Open and Distance Education; (iii) Quality and Equivalency of Open and Distance Education; (iv) Educational Technology in open and Distance Education; and (v) Economics of Open and Distance Education.

Over 150 experts from various countries in Asia and other regions are expected to participate in the conference.

Further details may be had from the Convener, ICDE ASIA C/o AIAET, F-5-E, DDA Munirka, New Delhi 110 067.

### **Information Technology in Education & Training**

An International Conference on Information Technology in Education and Training will be held on December 28-30, 1996 at Indore. The conference is being organised by the All India Association for Educational Technology, New Delhi.

The topics proposed to be discussed at the Conference include

(1) Information Technology and Networking; (2) Communication Technology in Education and Training; (3) Distance Education and Open Learning; (4) Personnel Development in Education and Training; (5) Management of Educational Technology; and (6) Quality improvement in Education and Training.

Further details may be obtained from Dr. D.N. Sansanwal, Conference Secretary, ALAET, School of Education, Devi Ahilya University, A-B Road, Indore 452 001, Madhya Pradesh.

### **Panjab University Wins MAKATrophy**

Panjab University, Chandigarh has won the Maulana Abul Kalam Azad (MAKA) Trophy for securing first position in the Inter-University tournaments conducted by the Association of Indian Universities (AIU) during the year 1994-95. Guru Nanak Dev University is the runners up while third position has gone to the Calicut University.

The winners of the first, second and third positions are awarded cash incentive of Rs. 50,000, Rs. 25,000 and Rs. 10,000 respectively. The amount is to be utilised by the concerned universities in the purchase of sports equipment as per details finalised by the Sports Authority of India.

Prof T N Kapoor, Vice Chancellor, Panjab University will receive the trophy on behalf of the University from the President of India, Dr Shankar Dayal Sharma, at a special investiture ceremony to be held in New Delhi.

### **Promoting Scholarship in Kashmir**

The University of Kashmir has earmarked a sum of Rs 10 lac in the current year's budget for scholarships to promote Post-

graduate and research studies leading to the award of M.Phil and Ph.D degrees.

The services in the library have also been strengthened. About 3.50 lac books on different subjects including more than 10,000 books purchased during last year are available in the library for the benefit of students and scholars. The library also subscribes to a number of foreign and Indian journals. The library is also proposed to go computerized in a phased manner.

During winter break, the university proposes to depute good number of young teachers and scholars on "Talent Promotion Scheme" to the centres of excellence outside the state to pursue research in their respective areas of specialization and to promote interaction between them and the scholars posted there.

### **Bharathidasan Varsity to Conduct SLET**

The Bharathidasan University, Tiruchirappalli has been authorised by the Government of Tamil Nadu and the University Grants Commission for conducting State Level Educational Testing (SLET) for Lectureship in Colleges/Universities in Tamil Nadu and other States on reciprocal basis.

The pattern of SLET will be similar to UGC/CSIRNET Examinations. For the current year (1996-97), the test will be con-

ducted in January-February, 1997 at a few selected Centres in Tamil Nadu. Formal advertisement calling for applications for the above test would follow shortly.

### **Training Programme in Information Handling**

The All India Institute of Medical Sciences, New Delhi proposes to organise training programme on Modern Technologies for Information Handling on September 16-20, 1996. The topics proposed to be discussed include: Automation of Libraries, On-Line searching, CD-ROM and CD-Networking, E-Mail services, Bar-Code Technology, Library Networking, Electronic Publishing, Internet, etc.

The training is intended for librarians, Information specialists, Documentalists, R&D scientists, Teachers in Library Science, Health Scientists and Computer professionals from Universities, Academic, Engineering, Medical, Public, School and Government libraries, public sectors, CSIR labs and National Laboratories.

Further details may be obtained from Dr. R.P. Kumar, Chief Librarian, All India Institute of Medical Sciences, New Delhi - 110 029.

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### **We Congratulate....**

Dr. Harbhajan Singh Soch who has taken over as Vice-Chancellor of the Guru Nanak Dev University, Amritsar.

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## **News from Agricultural Universities**

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### **Parmar Memorial Lecture**

To commemorate Late Dr Yashwant Singh Parmar, the Architect of Himachal Pradesh on his 90th birthday, Dr YS Parmar University of Horticulture and Forestry, Solan organised decla-

mation contest, Van Mahotsav and Parmar Memorial Second Lecture at University Campus.

While paying rich tribute to Late Dr YS Parmar, the Vice



Chancellor Prof L R Verma said that it was his idea that a specialised University for improving the quality of life of people in the state and ecological security was established in the state. The efforts made by Dr Parmar to get statehood and his planning of development resulted and the state became a model development for the entire Himachal Pradesh region of the world. Prof Verma declared that from this year a running shield of declamation contest would be given to each school every year. He distributed the certificates and prizes to the winners of the competition.

Second Parmar Memorial Lecture was delivered by Shri A Mukherji, an eminent forester and former Inspector General of Forests. He said that Dr Parmar conceptualised the sustainable mode of development for the state by introducing three fold development: Agro forestry in the state which was later in 1980s adopted by the Govt of India as a Social Forestry system. Dr Parmar was fully aware of the fact that forest management programme could not succeed without people's participation and he made all efforts to make this people's programme, he added.

Mukherji said that India was very rich in bio-diversity which he added all efforts for its conservation. He informed that 80% of natural resources were exploited by the rich countries of the world while on the other hand they were contributing more pollution to the atmosphere. He stressed the need to increase the budget for forestry at state as well as national level for greening the earth.

On this occasion a Van Mahotsav was also organised in which staff and students of the University cleaned botanical garden and planted 300 species of ornamental plant at the University campus.

## News from Abroad

### Global Conference on Lifelong Learning

The Canadian Alliance for Lifelong Learning proposes to organise the Second Global Conference on Lifelong Learning on March 23-26, 1997 at Ottawa, Canada. The major theme of the Conference is Investing in Human Potential : Making Strategic Choices.

The Conference will focus on the practical issues involved in the implementation of learner-centred environments, methodologies, technological and social strategies. The two outstanding features are: Participation of delegates in "roundtables" to focus collectively on current problems and to work out solutions; and Presentation of selected case studies from around the world, to provide specific, concrete illustration of the Conference themes and topics.

The primary objective of the conference is to foster a global learning environment — through an action-oriented agenda — that

addresses every phase of human development, from infancy through adult life.

The main theme, Investing in Human Potential: Making Strategic Choices, will be supported by five major strands focused on the learning chain which links pre-school and school with universities and colleges, workplace, adult learning and community learning. The sub-themes in each of the five strands will reflect the diversity of interests to give delegates an opportunity to share information and, at the same time, benefit from the professional expertise of the other delegates. Solutions that will be worked out in sessions can be applied to the individual countries, organizations, educational institutions and associations.

Further details may be obtained from the Canadian Alliance for Lifelong Learning, Suite 400, 20 Bay Street, Toronto, Ontario M5J 2W1.



### Indira Gandhi National Open University

Schedule of Telecast for the period 23rd August to 30th August, 1996  
6.30 am to 7.00 am

Day/Date	Academic Programme	Title
23.8.96 Friday	Management	Computers and Operations Research
26.8.96 Monday	Bachelor's Degree Programme	Vikas anubhav ke char dashak
28.8.96 Wednesday	Library & Info. Science	Classified catalogue code Pt III
30.8.96 Friday	Management	Growth and Stabilization Strategies for SSE

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## BOOK REVIEW

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### Welcome though Inadequate

Jayanti Dass Nag\*

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**Binduvasini Joshi, Comp. Bibliography on Archival Science. Ahmedabad, Archival Cell, Department of History and Culture, Gujarat Vidyapith, 1995. Pp. 44. Rs. 25/-.**

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The publication in the brochure form entitled "Bibliography on Archival Science" containing small sized 44 pages appears to have been compiled in some haste. Far from being an exhaustive or even a nearly exhaustive, the Bibliography includes only 336 references on the subject as stated in the preface to the publication. About 70% of the titles of the Bibliography comprise those published by the National Archives of India separately or those included in its bi-annual Journal *The Indian Archives* and also from the *Conservation of Cultural Property in India* published by the Indian Association for Study of Conservation of Cultural Property, New Delhi. Among these the number of titles taken from *The Indian Archives* alone comes to 156. Still all the publications brought out on the subject even by the National Archives of India have not found place in this Bibliography. The compiler could easily acquire freely distributed cyclostyled list of the publications from the National Archives of India for reproducing it in this Bibliography for the benefit of its users. This would have atleast obviated the chances of omitting many important publications since what has been left

out appears to be even more important than that has been included in the Bibliography. Although it is not possible to enumerate all such important left-overs for want of space, a case in point may be cited that while "A Guide to the National and State Archives in Ceylon, India and Pakistan", by D.A. Low J.A. Iltis and M.D. Wainright published by the Cambridge University Press has been included in the Bibliography at page 1 Serial No. 3, a similar publication entitled "Guide to Sources of Asian History", (3 Vols) published by the National Archives of India has not figured therein. Similarly 11 parts of the "Guide to the Records in the National Archives of India" published by the National Archives of India between 1977-92 in cyclostyled form have also not found mention in this Bibliography. It, however, includes part I of this Guide published in 1959 at page 33.

For preparation of a Bibliography of this type, I do not think, it was so very necessary to have divided the titles in as many as seven sections. But once it had been so decided, it was incumbent upon the compiler to have strictly adhered to this division and placed proper title under the proper section or head. However, in the arrangement of the titles of the publications in the Bibliography, the compiler does seem to be

precisely understanding the distinction between the Archives Administration and Records Management, the borderlines between which are, though, not very well demarcated yet these have been recognised as two different disciplines. Thus at least two titles on page 3 serial nos. 16 and 24 and one at serial no. 65 at page 12 should have gone under the Section 'Records Management' rather than under the Section 'Archives Administration' as has been wrongly done. The duplication in repeating the 'Report of the Committee on Archival Legislation' at serial no. 14 on page 2 as well as at serial no. 7 on page 33 could have been avoided. The justification of including the title at serial no. 71 on page 12 under 'Archives Administration' is also not clearly understood. Similarly if it was thought proper to include the titles at serial nos. 71, 79-89 at pages 12-14 under 'Archives Administration' then the advisability of including some similar papers on similar topics contributed by the well known authorities in their respective fields of study published in the different volumes of the Sources of Indian History by the Institute of Historical Studies Calcutta, was even stronger provided the compiler had known about it.

The titles "Arrangement of Public Records in Nigeria", "A Landmark in Archives Keeping", "Records Character of Maps and related problems" at page 36 and "Office Work and Archives Service in Yugoslavia" at page 37 appropriately belong to the Section, "Archives Administration" rather than to the Section, "Records

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\*Assistant Director of Archives, National Archives of India, Janpath, New Delhi - 110 001.

Management" where these have been included.

Further, the Archival Conservation Section includes at serial nos. 15, 22, 46 and 61, some such titles which do not conform to the title of the publication under review. The Archival Science deals with the preservation of the paper and reprographic materials and is different from Museumology and Archaeology. Had the title of the publication being reviewed been the Bibliography on the Conservation of the Cultural Property, the inclusion of these titles could be justified. The compiler has also not adopted universally accepted style of putting surname first followed by actual name of the author for preparation of all such Bibliographies.

Lastly, even if the omission of quite a good number of worth including reference books and publications in the Bibliography may be overlooked on account of one reason or other, the exclusion of any of the works especially, "Manual of Archives Administration" by Hillary Jenkinson, hailed as the foremost authority and one of the pioneers of the Archival Science, is very surprising.

But considering the fact that with the introduction of the subject, 'Archival Science' in the universities like Gujarat Vidyapith, likely to be followed suit by many more, there will be ever growing demand for literature on the subject by students and professionals alike in the foreseeable future, the publication, "Bibliography on Archival Science" is welcome notwithstanding the omissions and commissions.

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## COMMUNICATION

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### Untouchables

This refers to A.P. Sharma's article "Untouchables" based on Bonamali Goswami's novel of the same title (*University News*, Monday April 8, 1996).

Goswami is not the first Indian English Novelist to highlight the problem of untouchability. Writers like Mulk Raj Anand, Ramen Basu and Shanta Rameshwar Rao have already effectively depicted this evil in their novels. In the last para of his article Sharma writes: "The Poetic Justice is very well taken care of when Gopal chamar and a band of revolutionary untouchable young men take revenge by murdering Krishan Singh, Mohant and other high caste rich loathsome in humans....." In any case it cannot be called "Poetic Justice".

The notion of "poetic justice" is quite different from the idea of blood for blood.

Similarly, the last sentence of the article: "Is there someone who may take care of the poor and downtrodden and help them provide what has been promised for them in our Constitution?", also raises some questions in readers' mind. Is Sharma really introducing to his readers his favourite book or is he reporting some atrocious incident through the columns of some newspaper with a plea for something must be urgently done to alliviate the agony of the victims? I wish the article had a more satisfactory ending.

Ashok M. Mahashabde  
54, Ravindra Nagar  
Indore

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### Human Development and Economic Growth

(Contd. from page 16)

India has done well on many dimensions of human development over the past five decades. Life expectancy at birth was just 32 in 1951 and as of 1995, it is estimated to be 60.4. Infant mortality rate which stood at 146 per thousand in 1951 has come down to 82 per thousand in 1995. The literacy rate has gone up from 16.7 per cent in 1951 to 52.2 per cent as per the Census of 1991. While these are encouraging factors, it has to be noted that we have to go a long way before reaching the levels achieved not only by industrially advanced countries but also some of the fast growing East Asian countries. It may be of interest to note that in Malaysia the life expectancy at birth is 70.8, infant mortality rate is 13 per thousand and the adult literacy rate is 81.5 per cent.

We need, therefore, a three pronged approach to achieve higher standards of human development. These are: (i) a higher growth rate, (ii) a larger expenditure on social sectors, and (iii) an efficient utilisation of the funds so allocated. It will be wrong to decry in the name of human development efforts aimed to improve efficiency and to achieve a higher growth rate. Needless to say it is only an efficient system that can provide the necessary surplus to fulfil some of the demands made on grounds of equity. Improved human development cannot be sustained over a long period unless supported by accelerated economic growth. Productivity gains and equity considerations must reinforce each other.



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# THESES OF THE MONTH

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## A list of doctoral theses accepted by Indian Universities

### SOCIAL SCIENCES

#### Library & Information Science

1. Saraf, Veena. Leadership styles and their effectiveness in management of university libraries in India. NEHU, Dr J C Binwal, Department of Library and Information Science, North Eastern Hill University, Shillong.

#### Journalism

1. Durga Bhawani, V. The UGC Countrywide Class Room Programmes : Viewership and evaluation. Pune, Prof P N Paranjape, Department of Communications and Journalism, Ranade Institute, Pune.

#### Psychology

1. Avaragerimath, Soubhagya Rajashekaraiha. A study of stress adaptability of early and late maturing high school girls in relation to their personal needs, value orientations and socio-economic background. Karnatak, Dr A S Dharanendraiah, Prof (Retd), Department of Psychology, Karnatak University, Dharwad.

2. Barnabas, Ida P. Tests of memory for children. Bangalore, Dr (Mrs) Malavika Kapur, Department of Clinical Psychology, National Institute of Mental Health and Neuro Sciences, Bangalore.

3. Bhanot, Mamta. A study of coping with failure in public examination in relation to self concept, level of aspiration and test anxiety. Durgavati, Dr J P Shukla, Vice-Chancellor, Rani Durgavati Vishwavidyalaya, Jabalpur.

4. Gida, Geeta R. Relationship between mental hygiene and job satisfaction among college teachers. Saurashtra, Dr D J Bhatt.

5. Kaewchroensuk, Samai. A study of job satisfaction and stress among the workers of food preservation industries in Thailand. Marathwada, Dr D S Janbandhu, S N N V Housing Society, Civil Line, Nagpur.

6. Kusuma, B. A study of development of lexical processing in children. NIMHANS, Dr N Shivashankar, Assoc Prof, Department of Speech Pathology and Audiology, National Institute of Mental Health and Neuro Sciences, Bangalore.

7. Mehrotra, Seema. Factors associated with psychological well being and psychiatric morbidity in cancer patients. Nagpur, Dr N R Mrinal, Department of Psychology, Nagpur University, Nagpur.

8. Pyema, T P. Mental health education by nurses and its impact on patients and their families in rehabilitation programme. NIMHANS, Dr P Kodandaram, Assoc Prof, Department of Clinical Psychology, National Institute of Mental Health and Neuro Sciences, Bangalore.

9. Saroj Kumari. A study of some correlates of academic achievement of school students. Veer Kunwar,

10. Shailaja, M. Menstrual attitudes in pubertal girls : Change and its effect on selected personality variables. Bangalore, Dr Indira Jai Prakash, Prof, Department of Psychology, Bangalore University, Bangalore.

11. Sojitra, Jamkuben Ambabhai. Manovaignanik jaruriyatane karya vistrutikaran : Ek vishleshanatmak adhyayan. Bhavnagar, Dr N H Kamdar, Samaldas Arts College, Bhavnagar.

12. Srivastava, Sushma. A study of the role of personality traits, self concept, motivation and socio economic status effecting scholastic achievement of class Xth female students. Veer Kunwar,

#### Sociology

1. Abidi, Azra. Conservatism-radicalism : A sociological study with special reference to Lucknow University and its associated degree college teachers. Lucknow, Dr Rashid Ali Syed.

2. Dashrath Singh. A sociological study of youth affiliated to various political parties. Lucknow, Late Shri V K Singh.

3. Giri Swami, Shailendra. Bhil janjati mein parivar niyojan evam shishu swasthya sanrakshan : Jhabua Jile ke visheesh sandarbh mein. Devi Ahilya, Dr Ramesh Chandekar, Department of Sociology, Indore Christian College, Indore.

4. Iyengar, Geetha. Artisans of Mysore : A sociological study of change in continuity. Bangalore, Dr G Shivaramakrishnan, Prof, Department of Sociology, Bangalore University, Bangalore.

5. Korishetti, Vijay Basappa. Female education in rural India. Karnatak, Dr B H Amati, Prof, Department of Sociology, Karnatak University, Dharwad.

6. Mahajan, Ashwini. Korba visheesh kshetra vikas pradhikaran ke samajik parivartan ka ek samaj shastriya adhyayan. Ghasidas, Dr (Smt) Damyanti Thakur, Member, Lok Seva Ayog, C-4, Residency Area, Indore.

7. Mehta, Pramodray Ambalal. A sociological study of migrant tribal farm-labourers in some charotar villages of Mehtar Taluka in Kaira District, Gujarat State : Changes and problems. Patel, Prof M F Patel, Prof and Head, Department of Sociology, Sardar Patel University, Vallabh Vidyanagar.

8. Modha, Rekha Harilal. Shri Ramanlal Vasantlal Desai ni navalkathaoma nari patronu nirupan : Ek samajshastriya sanashodhan. Bhavnagar, Dr R M Bhatt, Reader and Head, Department of Sociology, Bhavnagar University, Bhavnagar.

9. Mulagund, Irranna Channappa. Small scale entrepreneur: A sociological study. Karnatak, Dr Anil G Mudbidri, Prof and

Chairman, Department of Studies in Sociology, Karnatak University, Dharwad.

10. Nagar, Nilesh. *Dwitiya sadan ke bhumika : Bhartiya Sansad ke vishesh sandarbh mein*. Devi Ahilya, Dr S S Bagga, 64, Vidya Nagar, Indore.

11. Nalini, Tarigoppula. *Women in urban informal sector : A case study of women construction workers in Visakhapatnam*. Andhra.

12. Pandey, Sunanda. *Nagariya vivahit mahilayen aur jansankhya niyantaran : Indore Nagar ke mahilayon per adharit ek samajhastriya adhyayan*. Devi Ahilya, Dr D K Gupta, Department of Sociology, Government College, Dhar.

13. Pargale, Ramesh Chandra. *Gramin Kumaun mein shakti sanrachna ke badalte pratiman*. Kumaun, Dr B S Bisht.

14. Patel, Hiteshkumar Nagindas. *The problem of old-age : A sociological study of the position and condition of aged persons living in family and old-age homes of Gujarat State*. Patel, Dr J M Trivedi, Reader, Department of Sociology, Sardar Patel University, Vallabh Vidyanagar.

15. Patil, B J. *Sociological study of displaced persons in Karnataka : A case study of Karanja Irrigation Project in Bidar District*. Gulbarga, Dr M S Dhadave, Department of Studies in Sociology, Gulbarga University, Gulbarga.

16. Phakathong, Phramaha Phichai Puey. *Rural urban and social problems : A study of social problems tracing the influence of migration in Thailand's metropolis*. Marathwada, Dr R B Bilawar, 21, Nanda Deep Co-operative Housing Society, Govind Nagar, Padampura, Aurangabad.

17. Shah, Indira. *Women in crime : A case study in Assam*. Dibrugarh, Prof D Doley, Department of Sociology, Dibrugarh University, Dibrugarh.

18. Shobha Reddy. *A comparative study of dual-earner and single earner families*. Osmania, Prof G Vishwanatham, Department of Sociology, Osmania University, Hyderabad.

19. Singh, Geeta. *Soviet women : A study in role dilemma under socialism*. JNU, Prof D Kaushik, Centre for Soviet and East European Studies, Jawaharlal Nehru University, New Delhi.

20. Trivedi, Mina M. *Sociological study of the inmates of orphanages in Saurashtra*. Saurashtra, Dr Hemaxi Rao.

#### Social Anthropology

1. Khonsdier, R. *A study on nutrition and health status in relation to some bio-social factors among the War Khasi of Meghalaya*. NEHU, Dr A K Ghosh, Department of Anthropology, North Eastern Hill University, Shillong.

2. Ravishankar, Anita. *Nayar family kinship : A study in change and continuity*. Karnatak, Dr D V Raghav Rao, Prof, Department of Anthropology, Hyderabad University, Hyderabad.

3. Sonowal, Chandra Jyoti. *A study of gender relationship among the Sonowal Kacharis of Dibrugarh District in Upper Assam*. Dibrugarh, Prof K C Mahanta, Department of Anthropology, Dibrugarh University, Dibrugarh.

4. Syiemlieh, Joseph. *The funeral rites and practices in the Khasi Mainland : An anthropological study*. NEHU, Dr A K Ghosh, Department of Anthropology and Dr H W Sten, Department of Khasi, North Eastern Hill University, Shillong.

#### Social Work

1. Hemalatha, K. *A study of the physically disabled at work*. Bangalore, Dr N Vankataswamy Reddy, Prof, Department of Social Work, Bangalore University, Bangalore.

2. Misra, Narendra Prasad. *Drug abuse : A comprehensive study of prevalence and pattern of drug abuse and effect of different variable on drug abuse in Lucknow District with reference to 300 cases*. Lucknow, Dr Fakhru Islam.

3. Singh, Rajesh Pratap. *Needs, aspirations and occupational goals of persons under going apprenticeship in industrial units of Lucknow*. Lucknow, Dr Surendra Singh.

4. Srivastava, Sunil Kumar. *Human resources management in a public sector undertaking : A study of personnel policies and practices in the Uttar Pradesh State Electricity Board*. Lucknow, Dr Surendra Singh.

#### Political Science

1. Agrawal, Rakesh. *Evolution of regional organizations : Study of the European Community's Council Commission relationship*. JNU, Prof Sumitra Chishty, Centre for International Politics, Organisation and Disarmament, Jawaharlal Nehru University, New Delhi.

2. Anjubala, M P. *ke janjatiyon ke rajnaitik sanskriti ke badalte swarup : Bilaspur Jile ke Kanwar Janjati ke vishesh sandarbh mein*. Ghasidas, Dr V K Srivastava, Govt T C L College, Jaigeer.

3. Beg, Mirza Asmer. *India's relations with the Super powers in the 1980s*. AMU, Dr H A S Jafri.

4. Bhattacharyya, Susanta. *The CPI and radicalisation of politics in West Bengal, 1950-1962*. Burdwan, Dr S L Datta Gupta, Department of Political Science, University of Calcutta, Calcutta and Prof S N Banerjee, Department of Political Science, University of Burdwan, Burdwan.

5. Chatterjee, Milly. *US imposed economic sanctions and international relations*. JNU, Mr Sushil Kumar, Centre for International Politics, Organisation and Disarmament, Jawaharlal Nehru University, New Delhi.

6. Chattopadhyay, Kusal. *Pattern and mode of functioning of grass roots democracy in rural West Bengal with special reference to the District of Burdwan*. Burdwan, Prof Sibnath Banerjee, Department of Political Science, University of Burdwan, Burdwan.

7. Guite, Chinkholian. *Politico-economic development of the Zomis of Manipur since statehood*. Manipur, Dr (Mrs) Ratna Tikoo, Department of Political Science, Manipur University, Imphal.

8. Joshi, Beena. *Bhartiya swatantrata andolan mein British sevi varg ke bhumika, 1900-1930*. Kumaun, Dr Zakir Hussain.

9. Joshi, Usha. Badaun Jile ke Ujhani Nagarpalika ka prashasan: Sangathan, sanrachna, netritva evam karyakalapon ka ek vishishta adhyayan. Kumaun, Dr I D Mishra.
  10. Naipana, P. National interest estimation and Statesmen's perspective : An examination of Morgenthau's thesis through a study of the differing perceptions of Indira Gandhi and Morarji Desai. Bangalore, Dr R L M Patil, Prof, Department of Political Science, Bangalore University, Bangalore.
  11. Mahabal, Kishor Ramchandra. Visavya shatkanchya purvaradhateel Bhartiya rashtravadachya jadandhniteel dharmik ghatak ani tyache rashtravadcha vikasavar jhalele parinam. Nagpur, Dr B L Bhole, Head, Department of Political Science and Public Administration, Nagpur University, Nagpur.
  12. Malngiang, Pascal. Constitutional position of land and mineral ownership in the Khasi Hills of Meghalaya. NEHU, Dr B Pakem, Vice-Chancellor, North Eastern Hill University, Shillong.
  13. Mishra, Madhusudan. Foreign policy of India in the eighties : BJP's response to Congress policies towards Super Powers. JNU, Prof C P Bhambhri, Centre for Political Studies, Jawaharlal Nehru University, New Delhi.
  14. Naolakhe, Ramesh Narharant. An empirical investigation of socio-political performance problems of shift workers. Nagpur, Dr C V Diwan, Department of Political Science, C P and Berar College, Nagpur.
  15. Nasir, Mohd H J. Rise of nationalism in Syria and Iraq. AMU, Dr Mohammad Gulrez.
  16. Ohajunwa, Emeka. The United States and South Asia : Some critical issues. Baroda.
  17. Patel, M K. Madhya Pradesh ke rajnit mein Harijan vidhyakon ka yogdan. Ghasidas, Dr V K Srivastava, Govt T C L College, Jajgeer.
  18. Pitamber Kaur. Separatist movements in federal states : A case study of Quebec in Canada. Osmania, Prof Kousar J Azam, Department of Political Science, Osmania University, Hyderabad.
  19. Puri, Nirmal. Indian ASEAN relations. Jamia, Dr S Jafar Raza Bilgrami, Department of Political Science, Jamia Millia Islamia, New Delhi.
  20. Ravinder Singh. Political parties, split, merger and alliance : A case study of Jammu & Kashmir, post independence. Jammu, Prof Vidya Bhushan.
  21. Roy, Medini Prasad. Soviet policy towards the German Question, 1945-1961. JNU, Dr Shashi Kant Jha, Centre for Soviet and East European Studies, Jawaharlal Nehru University, New Delhi.
  22. Sain, Jaharlal. The Communist movement in Burdwan District : A sociological study. Burdwan, Dr Harihar Bhattacharyya, Department of Political Science, University of Burdwan, Burdwan.
  23. Soni, Manoj Ratilal. Post-cold war international systemic transition and Indo-US relations. Patel, Dr H B Patel, Lecturer, Department of Political Science, Sardar Patel University, Vallabh Vidyanagar.
  24. Sreeramachandra Murthy, T. Ten years of SAARC, 1985-1995 : A study. Andhra.
  25. Srivastava, Kumud. Vaidik yug ke rajnitik vicharon evam sansthayon ka sukhma adhyayan. Awadhesh, Dr S P Dube.
  26. Vijayalakshmi, N. The role of communication in administration : Case study of a co-operative undertaking in Karnataka. Bangalore, Dr M G Krishnan, Centre for Adult/Continuing Education and Extension, Bangalore University, Bangalore.
- Economics**
1. Bandyopadhyay, Saurabh. Economic reforms, growth of productivity and export performance : Experiences of India and selected Latin American countries. JNU, Prof S K Das, Centre for Studies in Diplomacy, International Law and Economics, Jawaharlal Nehru University, New Delhi.
  2. Birendra Kumar. Coal industry in India : A comparative economic analysis of the pre and post nationalisation periods since the Second Five Year Plan. ISM, Dr P K Chakraborty, Indian School of Mines, Dhanbad.
  3. Dave, Shreedevi Dalpatram. Kamati parinit striono arthik samanta angano abhayas : Bhavnagar shaherna sandrabhna. Bhavnagar, Prof Nila B Oza, Prof and Head, Department of Economics, Bhavnagar University, Bhavnagar.
  4. Dhar, Kumkum. The role of women in rural reconstruction. Kumaun, Dr P P Elhance.
  5. Goyal, Anita. Ujjain Jile mein bal shramikon ka samajik evam arthik adhyayan. Vikram, Dr (Smt) S Murti, Head, Department of Economics, Vikram University, Ujjain.
  6. Jain, Rekha. Madhya Pradesh ke Mahakaushal Anchal ka kahetriya arthik asantulan. Durgavati, Dr Vinod Audholla, 912, Wright Town, Jabalpur.
  7. Jha, Praveen Kumar. Changing conditions of agricultural labourers in post-independent India : A case study from Bihar. JNU, Prof Prabhat Patnaik, Centre for Economic Studies and Planning, Jawaharlal Nehru University, New Delhi.
  8. Kamdar, P C. On some aspects of poverty and educational status in rural Saurashtra. Saurashtra, Dr V H Joshi.
  9. Kesarwani, Jay Narayan. Garibi unmoolan karyakramon ke upadeyata : Madhya Pradesh ke Raigarh Jile mein kriyanvit Jawahar Rojgar Yojana ka vishesh adhyayan. Durgavati, Dr V P Karwal, Kesarwani College, Jabalpur.
  10. Khajan Singh. A study of dairy beneficiaries of IRDP in hill and plain areas of Northern Region. NDRI.
  11. Koteswar Rao, B Sivarama. An evaluation of family planning programme with special reference to incentives : A



case study in Nalgonda District, A. P. Osmania, Prof B Satyanarayana, Department of Economics, Osmania University, Hyderabad.

12. Kurre, D P. Madhya Pradesh ke Rajmandlaon Jile ke adivasi tatha gair adivasi vikas khandon ka tulnatmak adhyayan : I R D P ke viahesh sandarbh mein. Ravishankar, Dr R Prasad, Asstt Prof, Department of Economics, Govt College, Kohka, Tildas Neora, District Raipur.

13. Mahabir Singh. Multidimensional analysis of mixed farming in Andhra Pradesh. NDRI,

14. Mandal, Jyotirmoy. Implementation of Integrated Rural Development Programme : A case study of Sundarban, West Bengal. Jamia, Prof M Sultan, Department of Economics, Jamia Millia Islamia, New Delhi.

15. Neelaveni, Kallempudi. Social sector expenditure and achievements : A study of inter state disparities in India, 1974-75 - 1990-91. Andhra,

16. Nirmal Reddy, M. Impact of State Government promotional agencies on the development of small scale industries in Andhra Pradesh. Osmania, Prof B Satyanarayana, Department of Economics, Osmania University, Hyderabad.

17. Parameswari, Chinta Durga. A study of the trends in tenancy and the efficiency and exploitation of tenants. Andhra,

18. Paras Ram. Inter-district disparities in the level of socio-economic development of Himachal Pradesh. HP,

19. Prakash Chand. Socio-economic profile of hill economy : A case study of District Udhampur, J & K State. Jammu, Prof A N Sandhu.

20. Rizvi, Syed Naqi Asad. Oil industrialization and development in the GCC Countries. AMU, Dr Nazim Ali.

21. Sharma, Kranti Kumar Nandlal. Intensity of poverty in Marathwada. Marathwada, Dr B D Gahlot, Department of Commerce, Yashwant Mahavidyalaya, Nanded.

22. Sharma, R S. Madhya Pradesh mein kishi shramikon ke arthik dasa ka viaheshanatmak adhyayan. D Litt. Awadhesh,

23. Shenoy, P D. Resolution of industrial disputes through conciliation in India : An analysis of selected cases. Bangalore, Dr Abdul Aziz, Prof, Institute for Social and Economic Change, Bangalore.

24. Shukla, Achyuta Nand. Growth and performance of M P Financial Corporation. Durgavati, Dr K B Agrawal, Kesarwani College, Jabalpur.

25. Singh, Patsangbam Rajbihari. Post-independence socio-economic transformation in Assam : A case study of the Lakhimpur Development Block. Manipur, Prof M Iboton Singh, Department of Economics, Manipur University, Imphal.

26. Sriakshmi, M. Regional disparities in the economic growth of Andhra Pradesh. Saurashtra, Dr B M Jani.

27. Srivastava, Rama Shanker. Technological change and economic efficiency on dairy farms : A frontier production function approach. NDRI,

28. Subhash Chander. Occupational mobility, income inequality and level of living of scheduled castes in Haryana. Dayanand, Dr Kailash Sarap.

29. Upreti, Bipin Chandra. Kumaun Mandal ke arthik vikas ke dhutkaran mein anarthik nirधारकों का प्रभाव. Kumaun, Dr (Smt) Deepa Pandey.

30. Vijay Vargiya, Parash Kumar. Madhya Pradesh ka sehkar chini udyog evam anya kshetron se uska tulnatmak adhyayan. Vikram, Dr Harish Pradhan, Head, Department of Economics, Madhav Mahavidyalaya, Ujjain.

#### Law

1. Anjan Kant. A legal study of Indian women in different spheres of life as prescribed in their domestic laws. Lucknow, Prof K C Srivastava.

2. Khehra, Harpal Kaur. The international law of patents and developing countries. JNU, Dr B S Chimni, Centre for Studies in Diplomacy, International Law and Economics, Jawaharlal Nehru University, New Delhi.

3. Lakshmi Devi, M V. The concept of juvenile justice with special reference to A. P. Osmania, Prof K Shrinivasa Rao, Department of Law, Osmania University, Hyderabad.

4. Mohd Umar. Bride burning in Kaval Towns of Uttar Pradesh : A socio legal study. AMU, Prof M Zakaria Siddiqi.

5. Rajendra Prasad, Aduru. Legal regime of consumer protection : A critical study with reference to The Consumer Protection Act, 1986. Andhra,

6. Satyanarayana, Y. Union state relations in India : A critical study. Andhra,

7. Shukla, Nirmal Kumar. Concept of cruelty in matrimonial jurisprudence. Durgavati, Justice B C Verma, Chief Justice (Retd), High Court of Punjab and Haryana, Garha Road, Jabalpur.

#### Public Administration

1. Indira Bharathi, T. Municipal leadership in the Municipal Corporation of the state of Andhra Pradesh. Andhra,

2. Lingaiah, M. Financial administration in A P : A study in budget preparation and execution. Osmania, Prof N Umapathy, Department of Public Administration, Osmania University, Hyderabad.

3. Parse, Neelima Martandrao. State financing for industrial development with special reference to Vidarbha. Nagpur, Dr Sajjan Dave, Head, Department of Public Administration, Nagpur University, Nagpur.

4. Patil, Pratibha Narayanrao. Administration and working of Central Co-operative Bank in Maharashtra with special reference to Aurangabad District. Marathwada, Dr A Y Darshankar, Reader and Head, Department of Public Administration, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

5. Purna Chandra Rao, Y. Organisation and working of the Nisam Sugars Limited with special reference to Shakarnagar Unit. Osmania, Prof S Bhoopathi Rao, Department of Public Administration, Osmania University, Hyderabad.

#### **Military Studies**

1. Budhiraja, Sundisarup. Strategy and doctrine to achieve long term peace in the sub-continental. Devi Ahilya, Dr P N Mishra, Head, School of Defence and Management Studies, Devi Ahilya Vishwavidyalaya, Indore.

#### **Education**

1. Anuradha, R V. An appraisal of teacher training in A P P B P. Osmania, Prof P Sandeep, Department of Education, Osmania University, Hyderabad.

2. Balakrishnaveni, D. Role conflicts of women teachers in V O C Districts. Alagappa,

3. Baskaran, S Herbert. Developing a remedial instructional package to reduce the errors in sentence structure committed by the students in written English at the higher secondary level. Alagappa,

4. Bhupinder Singh. Development of psycho-social profiles of Indian athletes. Punjabi, Dr Agyajit Singh, Reader, Department of Psychology, Punjabi University, Patiala and Dr A H Khan, Scientific Officer, Head, Department of Sports Psychology, National Institute of Sports, Patiala.

5. Dave, J D. An inquiry into the effectiveness of the structural and conventional approaches to English language teaching at secondary level. Saurashtra, Dr H O Joshi.

6. Deshpande, Pallavi Prakash. Paushnacha vidyarthyanacha shikshanik khamtamvar honara parinam. Nagpur, Dr M B Kundale, Department of Education, Nagpur University, Nagpur.

7. Gardner, Kiran Dennis. A study of causes that hinder the educational growth of tribal pupils of West Khandesh. Baroda,

8. Harshe, Sanjay Prabhakarao. A study of differential abilities of urban and rural school teachers in relation to academic and organisational problems. Nagpur, Dr Shri Guru Prasad Kakkad, Hislop College, Nagpur.

9. Hiriyur, Snehlata Narsinhmurthy. A study of the production and utilisation of country wide classroom programmes. Baroda,

10. Jajurley, Chhaya Praladpant. Istriyanchaya kahi meolbhat vyaktimatva swabhav vaishishtamvar shikshanacha honara parinam : Ek taunlik adhyayan. Nagpur, Dr Shri Guru Prasad Kakkad, Principal (Retd), Barrister S K Vankhede Vidyapeeth Shikshan Mahavidyalaya, Nagpur.

11. Jesvir Singh. A study of supplementation of vitamins and minerals on the physical performance of deficient female players. Punjabi, Dr M S Sohal, Department of Sports Science, Punjabi University, Patiala.

12. Kashyap, Saroj. An evaluation of functional literacy programmes in Rohtak District. Dayanand, Dr B S Dagar.

13. Kothari, Yogeshkumar Ramchandra. A study of the use of multimedia packages for the teaching of population education in secondary school of Central Gujarat. Patel, Dr Anilbhai S Joshi, Reader, Department of Education, M B Patel College of Education, Sardar Patel University, Vallabh Vidyanagar.

14. Krishnamurthy Raju, Pakalapati. A study of teachers and students of tribal schools in Vizianagaram District with reference to problem awareness. Andhra,

15. Mathew, M Anjelevelil. Learner needs and English syllabus at part-II under-graduate level of Madurai Kamaraj University. Alagappa,

16. Mehta, Ambalal. A comparative study of the attitude of teachers of Rajasthan towards distance education. Patel, Dr C C Pathak, 5, Premanagar Society, Tadmadi, Rander Road, Surat.

17. Naga Lakshmi, R S. Construction of a problem solving ability test in Mathematics for secondary students and study the problem solving abilities of students of X class in Twin Cities of Hyderabad. Osmania, Prof R Venkateswara Rao, Department of Education, Osmania University, Hyderabad.

18. Namdeo, N P. A study of relationship between creativity and study habits of secondary school students. Ravishankar, Dr S P Ahluwalia, Prof, Department of Education, Manipur University, Imphal.

19. Oza, Dipti Jaysukhbhai. An inquiry into the factors influencing the learning strategies of IXth standard students. Baroda,

20. Panda, Minati. Social and personal identity and group behaviour among tribal and non tribal college students of Orissa. JNU, Prof Sushila Singhal, Zakir Hussain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi.

21. Pandey, Sanjay. A study of academic expectations of parents, peers and teachers from the junior high school students. Kumaun, Dr N C Dhoundiyal.

22. Pandit, Bharatkumar Bapulal. Shraavanmand balakonu Gujarati bhasanu payanu shabdabhandol. Bhavnagar, Dr J D Bhal, Reader (Retd), Department of Education, Bhavnagar University, Bhavnagar.

23. Pant, Kaustava Chand. Acquisition of Life Science concept by the student in relation to educational environment. Kumaun, Dr P D Juyal.

24. Pathak, Sangeeta. A study of effect of prolonged deprivation on achievement motivation and interest patterns among Tharu caste students. Kumaun, Dr P D Juyal.

25. Pathak, Shubhada Sudhir. A study of personality of deaf and dumb school going children with a special reference to their educational problems. Nagpur, Dr G S Parasher.

26. Rabinderjit Kaur. A role analytical study of Home Science graduates of an agricultural university. Punjab Agri.

27. Ravinder Reddy, A. Educational and professional status of women scientists : An investigation into the interests, aspirations, achievements and attitudes. Osmania, Dr (Mrs) V Lalini, Department of Education, Osmania University, Hyderabad.
28. Ravinipati, Lakshmi. Psycho-social correlates of moral judgement in primary school children. Osmania, Prof P Sandeep, Department of Education, Osmania University, Hyderabad.
29. Sarala, D. A critical study of the teacher education programme in the context of creative teaching practices. Nagpur, Dr M N Deshmukh, K J Somaniya Comprehensive College of Education, Bombay.
30. Seshagiri Rao, Indira. Development of a model of teaching on the basis of environmental study approach for the all round development of students of middle school. Osmania, Prof M Malla Reddy, Department of Education, Osmania University, Hyderabad.
31. Shah, Ajita Hiteshkumar. A study of organisational and functional aspects of coaching classes in relation to school education. Baroda,
32. Sharma, Satya Prakash. Comparative study of two types of isotonic progressive resistance exercise programme with varying rest interval between sets on arm strength for selected senior secondary school boys. Devi Ahilya, Dr M I Qureshi, Head, Department of Physical Education, Devi Ahilya Vishwavidyalaya, Indore.
33. Solanki, Natvarbhai Manibhai. A study of effectiveness of concept attainment model in acquiring the concept of Science for class VIII. Patel, Prof A D Patel, Reader, Department of Education, M B Patel College of Education, Sardar Patel University, Vallabh Vidyanagar.
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#### CONTRIBUTORS

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## INDIAN COUNCIL OF AGRICULTURAL RESEARCH

The Indian Council of Agricultural Research, New Delhi announces the following existing and New Awards :

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In order to recognise the best performance in Agricultural Research and Education, three ICAR Awards of Rs. One lakh each will be given to two ICAR Institute/N.R.C./Project Directorate and one state Agricultural University, partially out of the interest accrued from the King Baudouin Award bestowed on the ICAR in 1989. Those institutions which have received the award earlier in 1995 need not apply.

**2. Vasant Rao Naik Award, 1996**

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**4. Hari Om Ashram Trust Awards, 1995-96**

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**5. ICAR Young Scientist Award for Agricultural Research, 1996-97**

All young Scientists/Lecturers/Astt. Professors and who have obtained the Ph.D. degree and are below the age of 35 years shall be eligible for the Award which will consist of the sanction of a really challenging Scheme to be submitted by the candidate and a cash prize of Rs. 10,000/-, 50 percent of which will be given at the time of the award of research grant and the remaining 50 percent will be released on the successful outcome of the scheme. A total of 10 awards will be made in various disciplines of agric. and allied sciences once in two years.

**6. ICAR Awards for Team Research, 1994-96**

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**7. Dr. Rajendra Awards, 1994-96**

The award is open to Indian authors including Editors of Multi-author book where the Editor has himself contributed substantially together with an editorial preface. Both published works and manuscripts proposed to be published by its author will be accepted provided that such a work is written originally in Hindi and does not infringe the copyright of any other person. Eight Awards of Rs. 20,000/- each are to be given once in three years for the work done during the preceding one year of the period of the award.

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### WANTED

(Subject to sanction & approval of the University)

Junior Lecturer in Economics - 1 (Pre-degree category—Open Merit)

Lecturer in Economics - 1 (anticipated vacancy-UGC Scheme-Open Merit)

**Qualifications and Age:** As prescribed by the University/Government and UGC norms and regulations.

Those who are appointed in the Pre-degree category will have no claim for UGC Scheme posts and will have to teach in the Pre-degree level with state scale of pay and are bound to furnish such an undertaking.

Apply within one month from the date of this notification. Application forms can be had from the college office on payment of Rs. 100/- (by M.O. Rs. 110/-).

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(Aided College affiliated to  
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- |                            |   |   |
|----------------------------|---|---|
| 1. Computer Application    | - | 3 |
| 2. Business Administration | - | 1 |
| 3. English (Part time)     | - | 1 |
| 4. Physical Education      | - | 1 |

**Age:-** As prescribed by M.G. University and Govt. of Kerala.

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5-8-1996.

PRINCIPAL

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### WANTED

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**Qualifications:-** Post Graduate Degree with 50% marks and B.Ed. Degree.

**Age:-** As prescribed by Govt./University reckoned as on 1.1.1996.

**Vacancies:-** The existing and that may arise during the year.

Applications can be had from the office of the undersigned on payment of Rs. 100/- (Rs. 105/- by post). The applications duly filled shall reach the office on or before 9.9.1996.

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For (B) : (i) Uniformly good academic record with a B+ Master's degree or its equivalent. (ii) At least 15 years' experience in Academic Institution like University or in an Institute of higher learning of which 5 years must be in high level administration in a University or in an Institute of Post-graduate Study. (iii) Age not less than 40 years. Relaxable in the case of exceptionally qualified candidates. **Desirable:** (i) A Doctorate Degree or published research work of merit; or (ii) High level administrative experience in a Government or Quasi-Government organisation or a good background in administration and management in senior position. (iii) Experience in administration of colleges desirably in a position not less than that of a Principal.

For the post at (B), those who applied earlier in response to advertisement No. 7/94-95 dated 8.9.94 need not apply afresh.

Prescribed application forms may be obtained from Rajbati, University of Burdwan personally on payment of Rs. 20/- in Cash at the University Sales Counter from 11 a.m. to 1-30 p.m. on working days (except 2nd and 4th Saturdays) or by sending a self-addressed stamped (Rs. 2/-) envelope (11" x 9") accompanied by Crossed I.P.O. of Rs. 20/- drawn in favour of the Finance Officer, University of Burdwan. Last date for submission of applications to the Registrar, University of Burdwan, Rajbati, Burdwan 713 104 with requisite fee of Rs. 25/- payable in the manner indicated above is September 2, 1996.

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Sl. No.	Post	Prescribed Qualification
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2.	Director (Distance Education)	<b>Essential</b> 1) An academican not lower in rank than that of Selection Grade Lecturer 2) Ph.D. 3) Knowledge of Tamil to the extent of carrying official correspondence and drafting reports. <b>Desirable</b> Experience in Distance Education/Correspondence Courses/ Open University System. (Open Competition)
3.	Professor (Industrial Chemistry Department)	An eminent scholar with published work of high quality actively engaged in research with 10 years of experience in postgraduate teaching and/or research at the University National level institutions, including experience or guiding research at doctoral level. <b>OR</b> An outstanding scholar with established reputation who has made significant contribution to knowledge. <b>Area of Specialisation:</b> Electro Chemistry/Textile Chemistry (Open Competition)
4.	Lecturers (Faculty of Commerce and Management)	Good Academic Record with atleast 55% marks or an equivalent grade at Master's degree level in the relevant subject from an Indian University or an equivalent degree from Foreign University. Candidates besides fulfilling the above qualifications should have cleared the eligibility test for lecturers conducted by UGC, CSIR or similar test, accredited by the UGC. <b>Area of Specialisation</b> Management Studies/Systems and Computers area International Finance/International Marketing/International Economics/ Corporate Law and Procedures. BC-1; MBC-1; SC-1

**For Serial No. 1 & 2:** The appointment will be on tenure basis for a period of three years.  
**Scale of Pay:** For Sl. No. 1, 2 & 3 : Rs. 4500-150-5700-200-7300  
For Sl. No. 4 : Rs. 2200-75-2800-100-4000.

Application forms alongwith the instructions can be had from the Registrar, Alagappa University, Karaikudi on payment of Rs. 100/- by means of Demand Draft drawn in favour of the Registrar, Alagappa University, payable at Karaikudi.

Candidates who are already in service should send their applications through proper channel so as to reach the Registrar on or before the last date.

Filled in application should reach the Registrar on or before 18th October 1996.

**REGISTRAR**

# SARASWAT VIDYALAYA'S COLLEGE OF COMMERCE & MANAGEMENT STUDIES TELANG NAGAR, KHORLIM, MAPUSA - GOA.

Applications are invited from the Indian Citizens only for the post of **PRINCIPAL**.

## Qualifications & Experience:-

a) An approved teacher in a College or University, with contributions to educational innovations, design of new courses and curricular.

b) Good academic record with Ph.D. degree or an equivalent published work and atleast 8 years of teaching experience at level of lecturer or above, in a college or University.

**OR**

Good academic record with M.Phil. degree and at least 10 years of teaching experience at level of lecturer, or above in a College or University.

Scale of pay: Rs. 3700-5700 plus allowances as prescribed by Goa Govt. or Goa University.

**Notes:** Selected candidate having Ph.D. degree will be eligible for scale of Rs. 4500-7300 after three years of regular service as Principal and candidate having M.Phil. degree will be eligible for this scale after 8 years service as Principal, subject to approval of Goa University and Goa Government.

Persons who are already employed shall send their applications through proper channel. Break in service should be accounted for. Interested candidates should apply giving full details of academic qualifications from S.S.C. onwards clearly indicating the subject offered, marks scored and class/division obtained at all public examinations, teaching experience, date of birth, etc.

True copies of statements of marks of all Public examinations passed should be enclosed. Applications duly completed in all respects should reach to the Secretary within 15 days from the date of publication of the advertisement at the College address.

Date :- 03/08/96

**SECRETARY**



# **BANASTHALI VIDYAPITH**

(Deemed to be University)

## **WOMEN'S INSTITUTE FOR STUDIES IN DEVELOPMENT ORIENTED MANAGEMENT (WISDOM)**

announces admission to its uniquely designed programme  
**Master in Business Administration (MBA), 1996-98**

### **# THE VIDYAPITH**

aims at the synthesis of spiritual values and scientific achievements of the East and West. Its educational programme is based on the concept of "Panchmukhi Shiksha" (comprehensive education). It is a national institute for women's education and offers advanced courses in new emerging areas of Bio-technology, Computer Science, Electronics besides various courses in Humanities, Social Sciences, Home Science, Education and Fine Arts. Emphasis on Indian Culture and thought, balance between individual freedom and social responsibilities in behaviour and conduct and simple living including khadi wearing are hallmark of life at Banasthali.

### **# WISDOM'S MBA PROGRAMME**

is based on the premise of combining reason and intuition in the form of management wisdom. In the backdrop of Indian ethos, it focuses on women's experience and prepares students not only to become executives but also entrepreneurs.

### **# ELIGIBILITY**

Bachelor's degree with minimum 50% marks. Seats 60, 6 NRI/NRI sponsored.

### **# ADMISSION TEST**

To be administered at a number of centres. Short listed candidates will be called for group discussion/interview at Banasthali.

### **# FEE**

(Rs. 17,000/- education + Rs. 8,000/- hostel) p.a. For NRI/NRI sponsored - US\$ 2,500 p.a.

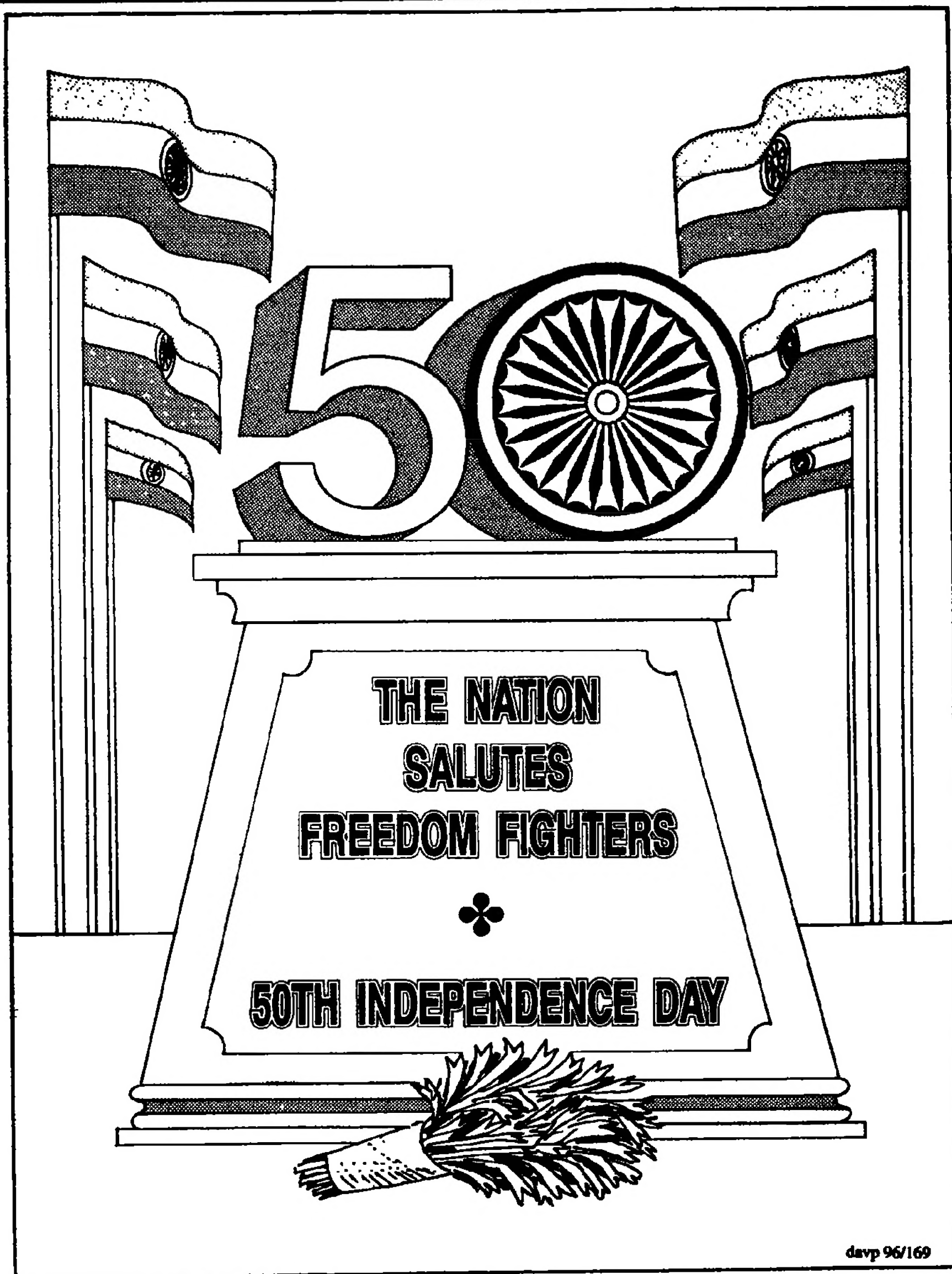
### **# PROSPECTUS AND APPLICATION FORM**

For prospectus and application form send a DD of Rs. 300/- (US\$ 20) in favour of Banasthali Vidyapith payable at Banasthali/Jaipur.

### **# LAST DATE**

Last day for issue of forms: **14 Sept, 1996**. Completed applications must reach The Secretary, Banasthali Vidyapith, P.O. Banasthali Vidyapith, Raj - 304022, before **4:00 p.m. on 21 Sept, 1996**.

MBA for women : MBA with a difference



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